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ABSTRACT

This annotated index of National Reading Conference Reports is divided into ten major content areas: (1) Research in Reading; (2) Theoretical Constructs of Reading; (3) Administration and Organization of Programs; (4) Descriptions of Programs in Use; (5) Methods and Materials for Reading and Study Skills Instruction; (6) Testing, Evaluation, and Diagnosis; (7) Special Reading Programs; (8) Factors Influencing Reading; (9) Pre School, Elementary, and Secondary Reading; and (10) Miscellaneous. (WR)

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Twenty-Year Annotated Index to the National Reading Conference Reports

James L. Laffey and Jacquelin Stitt

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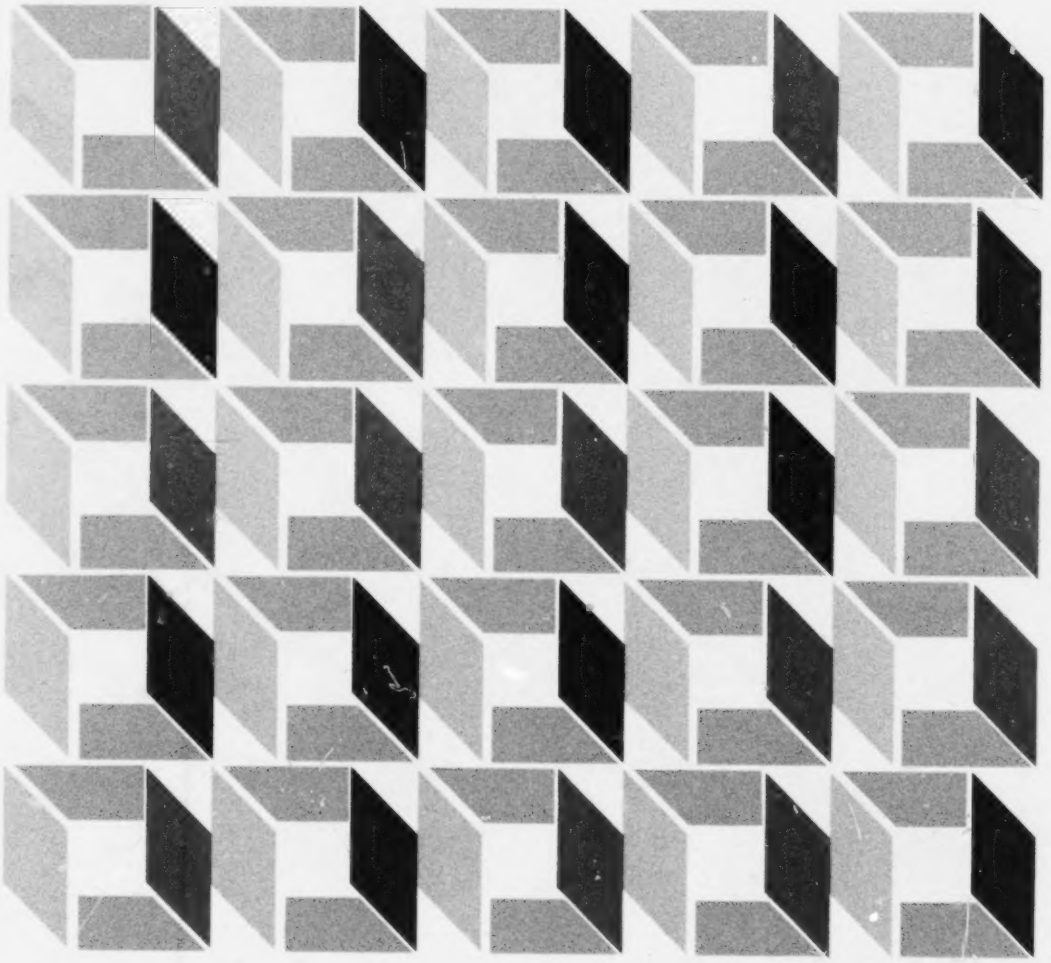

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ED 066712

20-YEAR ANNOTATED INDEX

TO THE

NATIONAL READING CONFERENCE REPORTS

Compiled and edited by
James L. Laffey
Jaqueline Stitt

1972

ERIC/CRIER

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I. RESEARCH IN READING

1. General Reviews and Summaries of Research

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I. RESEARCH IN READING

1. General Reviews and Summaries of Research

1. Bliesmer, Emery P. "Recent Research in College Reading," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 29-43.

   Reviews 57 studies, published in 1954 and 1955, which relate to college or adult reading.

2. Bliesmer, Emery P. "Review of Recent Research on College and Adult Reading," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for College and Adults, 7 (1958) 101-14.

   Surveys recent college and adult level reading research under the categories of descriptions and evaluations of programs; materials related to reading programs; tests and testing; reading and study habits, skills, and relationships; and reading ability and academic achievement.

3. Bliesmer, Emery P. "Review of Recent Research on College and Adult Reading," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 171-92.

   Reviews research concerning reading programs; indicates status of reading and study skills and habits; the influence of skills and habits; factors influencing skills and habits; tests; and eye movements and controlled reading.

4. Bliesmer, Emery P. "1959 Review of Research on College and Non-College Adult Reading," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference, 9 (1960) 49-62.

   Presents a yearly summary of recent research in the areas of reading programs, tests, factors influencing reading and study skills, and miscellaneous studies.

5. Bliesmer, Emery P. and Lowe, Alvin J. "1960 Review of Research on College and Non-College Adult Reading," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 150-70.

   Summarizes the scope and findings of research studies categorized as reading programs; tests; factors influencing reading and/or study skills; reading characteristics; status, and habits; the importance or effects of reading and study skills; and readability, readership, and other areas.

6. Bliesmer, Emery P. and Lowe, Alvin J. "1961 Review of Research on College-Adult Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 189-205.

   Presents reports, surveys, and analyses of college-adult reading programs; cites studies of physiological, affective, motivational, and materials-related factors influencing reading and study skills; and reviews surveys of college-adult reading habits.

7. Bliesmer, Emery P. "1962 Review of Research in College-Adult Reading," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 230-48.

   Reviews research presented in the 1962 report under the categories of reading programs; influences of reading and study skills; influences upon reading and study skills; studies of reading and study habits and skills; and tests and testing.

8. Bliesmer, Emery P. "1963 Review of Research in College-Adult Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner Eds. Yearbook of the National Reading Conference, 13 (1964) 177-87.

   Reviews research done through September 1963 in the areas of reading programs; factors influencing reading and study skills; influence of reading skills; and miscellaneous reports including habits and traits, tests, and readability.

9. Bliesmer, Emery P. "1964 Review of Research in College-Adult Reading," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 237-56.

   Reviews studies that describe and evaluate reading programs; discuss the effects of reading skills on school achievement; cite influences on reading skills; note reader differences; and present factors affecting test effectiveness.

10. Bliesmer, Emery P. "1965 Review of Research in College-Adult Reading," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 222-40.

    Reviews research concerning reading programs; reading and study habits, traits, and skills; factors influencing reading and study habits and skills; tests and readability.

11. Bliesmer, Emery P. "1966 Review of Research in College-Adult Reading," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 268-90.

Reviews research relating to programs; reading and study habits, traits, and skills; the influence of reading and study habits and skills; factors influencing reading and study habits and skills; testing, readability, and miscellaneous areas.

12. Bliesmer, Emery P. "1967 Review of Research in College-Adult Reading," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 205-27.

Reviews research reports relating to programs; reading and study habits, traits, and skills; the influence of reading and study habits and skills; factors influencing reading and other study skills and habits; and miscellaneous areas.

13. Bliesmer, Emery P. "1968 Review of Research on College-Adult Reading," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 79-106.

Summarizes briefly 179 articles pertaining to college-level or adult reading divided into five categories: programs; reading, study, and related habits, traits, and skills; influence of reading, study, and related habits and skills; factors influencing reading and other study habits and skills; and testing, readability, newspapers, materials, and other areas.

14. Bliesmer, Emery P. "1969 Review of Research on College-Adult Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 46-78.

Mentions 180 reports published from September, 1968, to September, 1969, in the area of college and adult reading, grouped into five categories: programs; reading, study, and related habits, traits, and skills; influence of reading, study, and related habits and skills; factors influencing reading and other habits and skills; and miscellaneous (testing, readability, and others).

15. Bliesmer, Emery P. "Annual Review of Research on College-Adult Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 361-89.

Reviews nearly 180 reports of research on college and adult reading published between September, 1969, and September, 1970, classifying them under major headings of: programs; reading, study and related

habits, traits, and skills; influences of reading, study, and related habits and skills; factors influencing reading and other study habits and skills; and readability, testing, newspapers, and other research.

16. Bliesmer, Emery P. "The Status of Research in College Reading," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 28-38.

    Categorizes and critically analyzes 48 college reading studies published between 1949 and 1954.

17. Causey, Oscar S. "Recent and Current Research in College Reading," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 114-20.

    Describes 33 research projects completed or in progress during the fall of 1956 at state universities and other large colleges and universities which dealt with problems relating directly or indirectly to improvement of college reading.

18. Dulin, Kenneth L. and Otto, Wayne. "Backgrounds, Felt Educational Needs, and Expectations of Adults Seeking Advanced Training in Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 116-21.

    Summarizes answers to a survey of 64 adults enrolled in a reading improvement program, and lists seven generalizations regarding motivation, reading habits, reading interests, and goals of these individuals.

19. Laffey, James L. "Journal Literature Resources of Institutions of Higher Learning with Reading Programs," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 198-204.

    Analyzes questionnaire results from a survey of universities having graduate reading programs, reports on the journal literature resources of such institutions, indicating inclusions and omissions, and concludes that most collections appear to be adequate.

20. Smith, Donald E. P. "Clay Idols in the Reading Business," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 164-70.

    Exposes dead-end diagnosis, uninformed acceptance of machines as teaching aids, concern with comprehension at the expense of increased efficiency, and the worship of specialists as detriments to progress in reading.

21. Sommerfeld, Roy E. "Some Recent Research in College Reading," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 56-72.

Reviews 53 reading research articles published during late 1955 and 1956 in the areas of typography, readability, and understandability, factors related to reading, reading and college success, descriptions and effectiveness of specific programs, speed versus comprehension, and testing.

22. Spache, George D. "Research in Reading at the University of Florida, 1950-60," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 141-49.

Presents the findings of 15 graduate theses and a number of periodical articles on research at the primary, elementary, secondary, and college levels. Reports clinical studies which explore the use of the Rosenzweig Picture Frustration Test and the use of mechanical teaching devices.

23. Valusek, John E. "Research in Reading at the University of Michigan," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 42-48.

Indicates the nature and variety of recent research projects which have been carried out by the Reading Improvement Services of the University of Michigan.

24. Wark, David M. "Twenty-Five Years of Research on Adult Reading," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 218-23.

Classifies college and adult reading research studies done from 1935 through 1959 into 22 categories and traces several research trends over this period.

See also: 78, 105, 124, 181, 237, 254, 278, 296, 350, and 404.

2. Research Methodology

25. Carver, Ronald P. "Criterion Referenced Aspects of the Carver-Darby Chunked Test," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 182-86.

Outlines the means used in constructing the Carver-Darby Chunked Reading Test in order to make it a criterion-referenced test, using examples of types of readers identified by the test to show what kinds of results can be obtained from criterion referenced measures.

26. Gephart, William J. and Penney, Monte. "The Convergence Technique for Research in the Social Sciences: An Application in the Study of Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 152-67.

    Explains the use of the convergence technique as it was originally generated, and shows how this method of bringing diverse research findings to bear on a given question could be applied to the field of reading through a research and development program.

27. Giblette, John F. "One Approach to Teaching Quantitative Methods to Graduate Students in Education," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 244-48.

    Outlines two-course sequence in statistics and research design in which undergraduate education majors learned through doing typical research activities and from which students emerged with greater achievement and interest in these subjects than they had from previous courses in the area.

28. McDonald, Arthur S. "The Placebo Response and Reading Research," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 220-29.

    Defines the placebo response, discusses the situations to which it is most related, and suggests the need to assess its effects in any experimental treatment.

29. McDonald, Arthur S. "Measuring Reading Performance," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 216-21.

    Emphasizes the complexity of reading behavior and illustrates the differences between statistically significant and educationally important behavior.

30. Reynolds, Richard J. and Lundrum, William. "Step-Wise Analysis of Word Association Data," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 270-76.

    Suggests three procedures which employ the use of a computer to avoid single factor solutions in factor analysis of word association data.

31. Summers, Edward G. "Information Retrieval and Reading Research," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 147-53.

Approaches the knowledge explosion in terms of materials published; emphasizes the need for systematic collection, organization, and dissemination of this knowledge; and explains the role of the Educational Research Information Center (ERIC) and the Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) in solving the problem.

32. Torrance, E. Paul. "Creative Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 215-27.

Recounts the author's work in the area of creative reading, from initial efforts in graduate classes and writing primary grade materials to involvement in the preparation of basal reading programs.

See also: 58, 92, 101, 133, 150, 245, 338.

3. Readability Measures and Cloze Procedures

33. Barganz, Jean C. and Dulin, Kenneth L. "Readability Levels of Selected Mass Magazines from 1925 to 1965," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 26-30.

Reports that magazines are not written at as low a readability level as sometimes assumed, but asserts that they are in fact written at sufficiently varying degrees of difficulty to require fairly sophisticated reading skills.

34. Bloomer, Richard. "The Effects of Non-Overt Reinforced Cloze Procedure Upon Reading Comprehension," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 31-40.

Reports the results of a series of experiments which relate to self-reinforcement as it might be found in answering cloze procedure materials.

35. Cranney, A. Garr; Bloomer, Richard; Rankin, Earl; Weaver, Wendell; Brown, Eric; and Greene, Frank P. "Cloze Symposium," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 110-131.

Discusses ramifications of the cloze procedure as related to testing technique and as a teaching device. Lists problems and areas of research interest.

36. Dulin, Kenneth L. "Readability Levels of Adult Magazine Material," The Psychology of Reading Behavior, George B. Schick and Merrill M. Mays, Eds. Yearbook of the National Reading Conference, 18 (1969) 176-80.

Describes a study in which the lead article from 15 popular American magazines appeared to be directed toward high school or college reading levels when measured by four readability formulas.

37. Fry, Edward. "A Readability Formula that Saves Time," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 199-204.

Illustrates and explains how to employ a time-saving, easy-to-use readability scale in graphic form which shows high correlation with most current readability formulas.

38. Hafner, Lawrence E. "Implications of Cloze," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 151-58.

Suggests uses of the cloze procedure in evaluating reading comprehension, readability, and language creativity and in stimulating improved reasoning and conceptual development.

39. Johnson, David C. "The Effect of Reading and Punctuation Variations Upon Reading Comprehension," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 304-11.

Finds that it is not significantly more difficult to answer a cloze test which is not punctuated than one which is, although a trend is noted to the effect that silent reading is more difficult than oral on a cloze task.

40. Martin, Mavis. "Refinement of a Readability Formula," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 131-38.

Encourages understanding the limitations of readability formulas, accents efforts toward refinement in the history of readability research, and presents a study using samples at 50-page intervals that yield a dependable readability index.

41. Rankin, Earl F., Jr. "The Cloze Procedure--A Survey of Research," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 133-50.

Reveals that the cloze procedure can be used to measure readability, reading achievement, comprehension, information gain, and listening skills. Notes its potential as a research tool and a teaching device for reading and listening skills.

42. Rankin, Earl F., Jr. "The Cloze Procedure--Its Validity and Utility," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 131-44.

Presents a summary of evidence concerning the empirical validity of the cloze procedure as a technique for measuring readability, intelligence, prereading knowledge, and reading comprehension. Offers suggestions as to the utility of the technique.

43. Rankin, Earl F., Jr. and Dale, Lothar H. "Cloze Residual Gain--A Technique for Measuring Learning Through Reading," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 17-26.

Investigates the application of the residual gain technique to reading gains as measured by the cloze procedure with 108 college students in a developmental reading program. Notes that cloze tests are easy to construct and administer and that they measure individual learning differences.

44. Smith, Elmer L. "Use of the Cloze Procedure in Improving Comprehension of Junior College Readers," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 171-76.

Offers suggestions for using the cloze technique in teaching reading, basing the ideas on the author's successful experiences with it.

45. Taylor, Wilson L. and Waldman, Ivan N. "Latency and Focus Methods of Cloze Quantification," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 241-62.

Examines three popular methods of cloze test scoring, and shows how two new methods, latency and focus, might also be useful to researchers.

46. Weaver, Wendell W. "Theoretical Aspects of the Cloze Procedure," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 115-32.

Indicates that the cloze procedure disrupts the normal decoding process in reading and requires a searching, decision-making, and encoding process; allows examination of the syntactic and semantic effects of context on particular language units; and carries implications for a psychology of language and thought.

See also: 5, 13, 14, 15, 22, 112, 251, 255, 303, 307, 341, 376, 459, 467, and 473.

4. Critiques of Research

47. Gunderson, Doris V. "Flaws in Research Design," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 142-46.

Points out common research design inadequacies which represent a consensus of reasons why research proposals did not receive federal support.

48. Penney, Monte and Adams, Richard B. "The Developing Climate for Reading Research: Programs Versus Projects," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 79-83.

Suggests that reading research needs a clear focus on the reading process and its individual steps, an intellectual, objective leadership, a marketing campaign to gain public support, and a change to a programmatic research format.

49. Raygor, Alton L. "A Critique of Reading Research," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 93-101.

Looks at the history of reading research, the geography involved, the genealogy of intellectual power structures, and the nature of the professional information transmission process.

50. Robinson, H. Alan. "Critique of Current Research in College and Adult Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 165-76.

Presents an evaluation, based on 10 criteria, of research done from September 1962 to August 1963. Offers suggestions for improving research and reports.

51. Spache, George D. "Frontiers of Research," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 86-92.

Identifies critical reading, comprehension, technology, training procedures, and vocabulary development as areas of college-adult reading which lack adequate research.

See also: 65 and 269.

II. THEORETICAL CONSTRUCTS OF READING

1. General
2. Cognitive
3. Psychological
4. Language and Linguistic
5. Substrate Factor Theory

II. THEORETICAL CONSTRUCTS OF READING

1. General

52. Berg, Paul Conrad. "Creativity as a Dimension of Reading Performance," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 143-51.

    Discusses definitions of creativity, its role in reading, and the difficulty of evaluating it.

53. Brown, Eric. "Implications of a Theory of Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 355-60.

    Presents implications of his model of the reading process for learning to read, contending that learning to read should be a relatively easy task for a normal child providing the language of the task is appropriate to the child's oral language competence.

54. Dechant, Emerald. "Misinterpretations of Theory and/or Research Lead to Errors in Practice," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 126-30.

    Raises questions about the criterion of age for reading readiness; the vocabulary control used in basal readers; and, the sight method and other reading theories. Reveals results of theory misinterpretation.

55. Geyer, John J. "Modeling Reading Processes," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 114-17.

    Argues that only seven of all proposed models of the reading process actually fit the criteria for identification of a model outlined by the Targeted Research and Development Program in Reading.

56. Kingston, Albert J., Jr. "A Conceptual Model of Reading Comprehension," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 100-07.

    Suggests a conceptual framework which states essentially that if the past learning experience of the reader and the writer are such that both attach a common meaning to a language symbol, comprehension will result. Recognizes that reading skills efficiency and reader personality may serve as barriers to the communication process.

57. Kingston, Albert. "A Hierarchy of Reading Behaviors," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 327-30.

Describes a hierarchy of behaviors engaged in by the mature reader, and recommends consideration of the hierarchy in attempting to measure or define the reading comprehension of mature readers.

58. Kling, Martin. "Developing a Data Base for Model Building in Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 85-92.

Outlines the processes used by the Targeted Research and Development Program in Reading to conduct a literature search for all significant contributions in the area of reading and to evaluate and publish the results of the search.

59. Kling, Martin. "Power of Reading Through Interfacilitation and the Content Areas," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 147-56.

Summarizes the history and the research in the content areas prior to the substrata-factor theory, develops concepts from the theory as they apply to the content areas, and reports findings stimulated by the theory.

60. Lefevre, Carl A. "Language and Critical Reading: The Consummate Reader," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1, (1970) 205-12.

Presents a theoretical analysis of reading in which the reader must alert himself to the language process before him in order to reproduce within himself the language and thought of the author.

61. Matthews, John H. "The Need for Enrichment of Concept and Methodology in the Study of Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 86-95.

Suggests the use of more ideational and intellectual enrichment rather than a totally empirical method for the study of reading.

62. Nason, Harold M. "A Permanent Foundation for College-Adult Reading Improvement. Part I--Developing Through School Education Sound Popular Concepts of Reading and Reading Improvement," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 11-22.

Discusses society's demands for capable readers, the responsibility of the schools to produce them, and the desirability of additional adult training outside the public schools.

63. Newsome, George L., Jr. "Analytic Philosophy and the Structure of Theories," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 58-66.

Discusses meaning, laws, explanations, and theories of analytic philosophy. Notes its contributions to the clarification of linguistics and logical problems as common interests of reading specialists and analytic philosophers.

64. Noall, Mabel S. "Reading in Relation to Speaking," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 61-68.

Shows how speech can serve reading in the areas of diagnosis, feedback after reading, teaching, and evaluating. Discusses two broad ways in which reading helps speech.

65. Singer, Harry. "Theories, Models, and Strategies for Learning to Read," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 93-113.

Criticizes literature related to the acquisition of reading skills, including teaching methodology, learning theory, linguistic theory, and reading theory, and concludes that only a few researchers have begun to develop comprehensive theories of instruction in this area.

66. Smith, Donald E. P. "Reading Comprehension: A Proposed Model," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 21-27.

Constructs a model of reading comprehension based upon Guilfords' theoretical model of intellect.

67. Spache, George D. "What is Comprehension?" Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 17-19.

Stresses the complexity of comprehension; explains that the substrata-factor theory confirms the need to teach many reading skills but does not define comprehension; and describes comprehension as a progressive process of recognition, association, inductive or deductive reasoning, evaluation, and utilization.

68. Staiger, Ralph C. "What is Reading?" Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 5-13.

Defines reading from four different frames of reference: the psychologist-teacher, the linguist, the sociologist, and the man of letters.

69. Taschow, Horst Gerard. "A Reading Model of the Decoding Processes in Silent Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 306-12.

Outlines a model of silent reading which takes into account reading skills, materials, and media, and suggests exercises by which college students can utilize the model to improve their silent reading abilities.

70. Wark, David M. "A Dynamic Theory of Reading?" Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 320-26.

Analyzes several models of reading, suggests that their greatest limitation is that they are time specific, and posits a means of studying and measuring reading behavior over time which would allow for the development of a dynamic model.

See also: 13 and 268

2. Cognitive

71. Abrams, Jules C. "Thinking Processes and Their Relation to Comprehension," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 213-19.

Illustrates the fact that thinking and comprehension processes are affected by emotions, learning, experiences, and other behavioral aspects as well as by intellectual factors.

72. Downing, John. "Specific Cognitive Factors in the Reading Process," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 38-45.

Advocates a need for the development of a cognitive theory of reading which will draw on existing knowledge of physical processes, intellectual processes, and reading disability in an effort to discover how children learn to read.

73. Stauffer, Russell G. "Reading and Cognition," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 162-70.

Provides a discussion of reading as a mental process and emphasizes the need to give concept development a central position in reading instruction.

See also: 66 and 209

3. Psychological

74. Berg, Paul Conrad. "The Psychology of Reading Behavior," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 9-16.

Reviews past research in reading, concluding that no real comprehensive psychology of reading behavior has been developed, and suggests that reading scientists band together to produce such a psychology.

75. Kingston, Albert J. "Areas of Confusion in the Development of a Science of Reading," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 113-16.

Acknowledges the need for scientific theories about the true nature of reading pedagogy. Suggests that a clearly defined language for reading behavior must be developed and that true reading scholars and theorists are needed now.

76. Kingston, Albert J. "Psychological Embarrassments of Reading," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 4-9.

Stresses the need for theoretical constructs in reading pedagogy and in reading and cognition; urges intensive study of limited segments of reading behavior; and emphasizes developing reading as an empirically based discipline.

77. Raygor, Alton. "Behavior Analysis: The New Look in Reading Research," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 224-36.

Emphasizes the study of reading behavior in terms of stimulus, response, and reinforcement using single organisms studied continually over relatively long periods of time.

78. Spache, George D. "Psychological Explanations of Reading," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 14-22.

Shows how the concept of the nature of reading has been modified and broadened from the middle of the 19th century to the middle of the 20th century, as indicated by research and classroom practice.

79. Wark, David M. "Reading Comprehension as Implicit Verbal Behavior," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 192-98.

Hypothesizes that when verbalized, the covert, internal responses to written stimuli could be utilized as a method of improving reading comprehension by using operant conditioning techniques.

See also: 29, 450, 461, 463, and 468.

4. Language and Linguistic

80. Athey, Irene. "Theories of Language Development and Their Relation to Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 118-27.

Examines critically a number of currently held theories of language acquisition, and presents implications which these models have for beginning reading instruction.

81. Briggs, F. Allen. "Implications of Structure in Language," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 225-35.

Discusses the importance of teaching language structure for meaningful reading and includes a summary of modern grammar.

82. Dinnan, James A.; Bickley, Rachel T.; and Williams, John C. "Syntagmatic Oral Responses and SAT Scores of College Freshmen," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 17-19.

Discovers that, contrary to expectations that a shift from syntagmatic to paradigmatic responses would occur as a product of maturation, college students, particularly poorer readers, still produced more syntagmatic responses on an oral language test.

83. Fiehler, Rudolph. "Structuralism: Some Possible Implications," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for College and Adults, 7 (1958) 60-68.

Stresses the contributions structural linguistics may make to reading instruction by considering how the written derivative of the spoken language conveys meaning to the reader.

84. Flemming, James T. "Learning from What Is Said and What Is Read," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 67-72.

Reviews literature on oral language and reading, and concludes that while substantial differences exist between oral and written modes, the study of oral language development still has much to offer in the understanding of reading as a process.

85. Goodman, Kenneth S. "A Psycholinguistic View of Reading Comprehension," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 188-96.

States the case for considering reading comprehension a psycholinguistic process and describes the process of comprehension in the proficient reader.

86. Jenkinson, M. D. "Comprehension and Some Linguistic Fallacies," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 180-87.

Examines problems such as the recognition of meaning, the relationship between spoken and written language, the problems in oral reconstruction, and the development of language repertoire.

87. Lynch, Mervin D. "An Index of Syntactic Dispersion," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 213-20.

Proposes a method of stylistic analysis called the Index of Syntactic Dispersion (ISD) which operates on frequencies of occurrence of various linguistic elements and which can be used in language translation, information retrieval, and for evaluating language samples.

88. Rentel, V. M. and Kennedy, J. J. "Word Length and Form Class Factors in a Sample of Continuous Prose," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 263-69.

Identifies short-word and long-word factors from grammatical and word length categories, but offers no support for an underlying ability to use grammatical and contextual clues in comprehension.

89. Stroud, James B. "Reading as Linguistic Behavior," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 15-16.

Notes that language conforms to linguistic rules yet permits great usage variety; considers that each individual employs the same language and must draw from his own knowledge when thinking, speaking, writing, listening, and reading; and points out that reading increases knowledge and develops all facets of the human mind.

90. Weaver, Wendell W. "Linguistic Assumptions and Reading Instruction," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 107-12.

Lists several of the assumptions concerning communications which most linguists accept and suggests that reading instructors do not accept in entirety these assumptions.

91. Weaver, Wendell. "The Predictability of Omissions in Reading and Listening," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 148-53.

Points out the redundancy and the dichotomy of the English language and reveals that length of the incoming message rather than its informational content constrains man's mental processing of the message.

See also: 46, 53, 56, 60, 63, 151, 159, 160, 161, 174, 238, 250, 253, 262, 445, 446, 447, 448, 449, 450, 457, 461, 463, 468, 478, and 481.

5. Substrata Factor Theory

92. Holmes, Jack A. "Toward the Generalization of the Substrata-Factor Theory to Include a Deterministic-Nondeterministic Learning Theory," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 102-15.

Reviews concepts basic to the substrata-factor theory, examines hypotheses which may explain the emergence of purposive behavior from deterministic learning, and suggests implications of this theory for future research and teaching.

93. Singer, Harry. "Changing Patterns of Factors in Power of Reading, Elementary Through College Levels," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 41-56.

Explains the substrata-factor theory of reading and attempts to identify through models the factors and their organization which account for individual differences in reading power in grades three through sixteen.

94. Singer, Harry. "Conceptualization in Learning to Read," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 116-32.

Presents a theoretical formulation of the role of conceptualization in the acquisition of reading behavior and attempts to integrate this formulation with the substrata-factor theory of reading.

95. Wark, David M. "Substrata-Factor Theory--A Dissenting View," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 157-64.

Examines the substrata-factor theory; questions the adequacy of data collection and criteria for admission of theoretical constructs; and suggests revisions to resolve these problems.

See also: 59, 67, and 288.

III. ADMINISTRATION AND ORGANIZATION OF PROGRAMS

1. Surveys

2. Initiating Programs - College

3. Conducting Programs

a. College

b. Adult Literacy

4. Preparation of Personnel

III. ADMINISTRATION AND ORGANIZATION OF PROGRAMS

1. Surveys

96 Andrews, Wade. "Junior College Reading Programs: Goals and Techniques," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 110-14.

Summarizes the findings of a survey of the goals, equipment, materials, and procedures used in developmental reading programs in 21 junior colleges.

97. Berger, Allen. "A Comparative Study of Reading Improvement Programs in Industry and Education in the United States and Canada," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 29-33.

Surveys commercial reading firms, university reading centers, and leading corporations in the United States and Canada regarding their goals for reading rate, comprehension and study skills, instructional methods and equipment, and program success.

98. Bryant, N. Dale. "Reading Improvement Programs in Industry," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for College and Adults, 7 (1958) 76-85.

Reports survey results from 275 company training directors as to the status of industrial reading improvement programs in their companies and determines that almost all of these companies consider reading improvement programs valuable to the overall training program.

99. Bryant, N. Dale and Kovar, Joy I. "Similarities and Differences in College and 'Adult' Reading Programs," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 79-82.

Summarizes characteristics of college and adult reading programs in terms of differences and similarities in student characteristics, programs, and techniques used.

100. Dowell, R. Lawrence. "Techniques and Procedures in Government Reading Programs," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 91-101.

Surveys the origin, objectives, organization, staffs, facilities, and equipment, curricula, materials, aids, methodology, techniques, and procedures of 23 reading improvement laboratories existing in government agencies in the Washington, D. C., area.

101. Eller, William. "Current Goals of College Reading Programs," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 73-75.

Identifies changes in the goals of college reading programs occurring between 1952 and 1955 in seven areas: comprehension, vocabulary development, listening training, faculty involvement in the reading program, vision, teaching approaches, and research and evaluation.

102. Eller, William. "The Reading Program in the College Curriculum," What the Colleges Are Doing in Planning and Improving College Reading Programs, Oscar S. Causey, Ed. Yearbooks of the Southwest Reading Conference for Colleges and Universities, 1, 2, 3 (1955) 1-5.

Emphasizes the necessity of reading instruction in colleges. Discusses the methods of incorporating reading programs into the college curriculum and the satisfying results usually obtained from college reading courses.

103. Fortenberry, Warren D. "Reading Readiness for College Freshmen," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 51-54.

Describes the lack of skills possessed by students entering college, the causes, and the need for a continuing program of developmental reading from elementary school through college.

104. Fulker, Edmund N. "A Decade of Progress in College and Adult Reading Improvement," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 9-19.

Reports on the growth of developmental reading at the college and adult levels from 1945-1956 by noting the frequency of published articles; surveying the number of on-going programs; describing the increase in types and varieties of materials available; and citing the professional development in the field.

105. Hill, Walter. "Studies of Student Readers and Their Implications for College Instruction," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference, 9 (1960) 9-20.

Reports representative college studies relevant to our understanding of the upper grade reader, noting that investigations of the college student with reading deficiencies are fragmentary in nature. Outlines research needs and administrative and instructional implications.

106. Howards, Melvin. "Reading and Revolution," Reading: Process and Pedagogy. George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 84-88.

Urges a change in reading instruction of minority groups which will allow their lives and languages to become focal points for the development of instructional sequences.

107. Laffey, James L. "Effect of a Short Term Summer Reading and Study Skills Course on College Bound Disadvantaged Students," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 142-48.

Assesses positively and describes a 6-week summer reading program designed to aid selected students in acquiring academic skills needed for successful college work by using a variety of materials and by including social and cultural activities.

108. Lowe, A. J. "The Reading Improvement Programs of Florida Institutions of Higher Learning: 1966-67," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 149-55.

Notes that 70 percent of these institutions have reading improvement programs of some type and that of 10 schools not offering programs, seven are interested in starting one. Lists types of materials used, cost per student, and organization plan.

109. Lowe, A. J. "State Survey of College Reading Improvement Programs," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 85-86.

Describes the findings of a survey of all Virginia colleges concerning the existence of reading improvement programs, the charges made, the credit offered, and the materials used. Suggests that a wider, perhaps nationwide, survey be made.

110. Lowe, A. J. "Surveys of College Reading Improvement Programs: 1929-1966," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 75-81.

Relates findings, based on 49 surveys of college reading programs, which show a growth in number and size of programs, in areas covered, and in materials available.

111. Lowe, A. J. and Stefurak, D. W. "The College Reading Improvement Programs of Georgia: 1969-70," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 118-24.

Investigates 21 reading programs in 39 state colleges, reporting on their organization, approaches to instruction, enrollment, and success.

112. McConihe, Esther J. "Current and Experimental Approaches in College-Sponsored Programs," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 3-8.

Singles out cloze procedure, programing, closed circuit television, communication skills integration, counseling, and personal development as current approaches which appear to have a rather permanent place in the theory and practice of college reading.

113. McConihe, Esther J. "The Shifting Scene in Reading Training at the College Level," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 86-91.

Traces the changes experienced in college reading programs from 1930 to 1966 and notes the implications of these trends.

114. Miller, Justin H. "Trends in Adult Reading," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 92-98.

Discusses trends such as promotion of techniques for profit; investigation of the nature of adult reading; research concerning inner speech; and reading programs in business and industry.

115. Otto, Wayne and Ford, David. "Basic Literacy Programs for Adults: A National Survey," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 240-46.

Surveys programs and materials used in 36 states for teaching reading to illiterates and to marginally literate adults.

116. Patterson, Harry O. "Current Trends in Reading Improvement Programs in Industry," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 9-12.

Reports the findings of a survey of America's 500 largest industries concerning the extent of reading improvement programs in use.

117. Patterson, Harry O. "A Survey of Reading Improvement Programs in Industry," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 121-33.

Reports the results of a survey to determine the extent of reading improvement programs offered by industries, as indicated by the responses of 132 companies to a 23-item questionnaire.

118. Pellettieri, A. J. "Differentiation in College Effective Reading Programs," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 142-51.

Evaluates the progress made by several groups of college students experiencing different types of reading problems, and concludes that thorough and accurate diagnosis is a vital part of treating their problems.

119. Raygor, Alton L. "Present and Future Trends in College Reading and Higher Education," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 3-10.

Recounts present trends in the field of reading, and projects directions these trends might take in the future of college and adult reading.

120. Raygor, Alton. "The Problem of Definition in a Non-Existing Profession: Presidential Address," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 3-11.

Outlines the history and nature of the National Reading Conference as an organization of people interested in college and adult reading, distinguishes it from the International Reading Association, and projects a course for it to follow in coming years.

121. Spache, George D. "Improving Reading Skills in the Subject Matter Areas," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 30-38.

Analyzes 12 recent reading improvement programs in terms of skills and objectives, organizational arrangements, and types of training materials and devices used; details areas of concern in content reading research and in the organization of reading improvement programs; and notes interesting and valuable techniques.

122. Spache, George. "Trends in College Reading Programs," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 43-51.

Analyzes three types of college reading programs according to three criteria: philosophy of reading used as a basis for the program, procedures used to implement this philosophy, and limitations inherent in the program.

123. Staiger, Ralph C. "Literacy Programs Throughout the World," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 83-85.

Describes the extensive problem of illiterates throughout the world and notes the work presently being done by private agencies, by the adult education program, and by UNESCO.

124. Staiger, Ralph C. "Significant Elements in Reading Programs," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 20-23.

Evaluates college and adult reading programs relative to the attitudes of those directing the programs, the areas of emphasis, the students' reactions, the role of machines, academic acceptance, goal communication, the materials used, and the need for research in basic comprehension skills and abilities.

125. Thurston, Eric L. "A Survey of College Reading Programs in Louisiana and Mississippi," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 110-14.

Provides information about the origin, the scheduling, the instructors, the number of students enrolled, and the materials used in college reading improvement programs in Louisiana and Mississippi.

126. Woods, R. Keith. "A Survey of Reading Programs in Wisconsin," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 134-38.

Presents the results from a questionnaire survey of the status of college reading improvement programs in institutions offering teacher training in Wisconsin during 1956.

See also: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 163, 239, 367, and 444.

2. Initiating Programs - College

127. Brown, Charles M. "A Case for University Reading Improvement Programs," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 175-80.

Emphasizes the idea that reading improvement programs play an important role in higher education by sharpening a vital tool for learning.

128. Carter, Homer, L. J. "The Impact of Today's Students Upon College Programs in Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 336-40.

Contends that open enrollment plans with their admission of ill-prepared students to colleges will have an impact on college reading programs, forcing them to become more relevant and more closely related to other college courses.

129. Dotson, Elsie. "Grouping in Remedial Reading," What the Colleges Are Doing in Planning and Improving College Reading Programs, Oscar S. Causey, Ed. Yearbooks of the Southwest Reading Conference for Colleges and Universities, 1, 2, 3 (1955) 153-56.

Outlines various reasons and bases for grouping in a college remedial reading program and lists problems connected with a grouping procedure.

130. Dulin, Kenneth L. and Quealy, Roger F. "Diagnosis and Prediction of Reading Performance at the Adult Level," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 53-59.

Argues that adults will achieve better in a learning style-centered program than in one more appropriate for younger children, and offers evidence for the effectiveness of a learning style test for use in such a program.

131. Eller, William. "Avoiding Some Common Mistakes," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 125-30.

Considers errors to be avoided in starting a reading program. Lists initial organization, measurement, selection; use of audiovisual equipment; selection of printed materials; and classroom procedures as areas where problems may arise.

132. Eller, William. "Starting a College Reading Program," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 9-14.

Points out that the smoothness and efficiency of classroom procedures, the conditions under which mechanical aids are used, the suitability of instructional materials, and overall teaching effectiveness often determine the success or failure of a reading program.

133. Heilman, Arthur. "New Challenges and Old Problems in College-Adult Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 206-18.

Relates that diagnostic results have little effect on planning reading programs; points out that most college-adult reading programs are speed and machine oriented; cites a need for improved design in research studies; and recommends coordinated research projects.

134. Kingston, Albert J., Jr. "Problems of Initiating a New College Reading Program," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 15-24.

Lists a survey of need; a study of student inadequacies; and the determination of program responsibility, administration, academic credit, program length, student selection, instructional methods, cost, and evaluation as steps in establishing a reading program.

135. Staiger, Ralph C. "Initiating the College or Adult Reading Program," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 120-24.

Presents eight questions that should be considered by a person responsible for initiating a college or adult reading course.

136. Worth, Myrl Seafers. "Exploring the Goals of the Junior College Reading Program," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 103-07.

Considers the procedures preliminary to the setting up of a reading program; presents goals listed by 21 junior colleges; and formulates criteria for the evaluation of the goals in the junior college reading program.

See also: 107, 156, 212, 225, and 358.

3. Conducting Programs

a. College

137. Berg, Paul Conrad. "Keeping College Reading Programs in Operation," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 131-37.

Views the successful operation of a college reading program in terms of student motivation; student understanding of the constructs, rate and reasoning; methods used; and teacher attitude. Suggests that effective followup be a continuous process.

138. Bracken, Dorothy Kendall. "Organization and Administration of College Reading Programs--Problems Involved," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 78-82.

Considers the problems involved in college reading programs by examining the need for such programs; the criteria for judging them; the organization of reading programs; and some general patterns of well-established college reading programs.

139. Carter, Homer L. J. and McGinnis, Dorothy J. "Implementation of an Eight Point Program at the College-Adult Level," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 41-47.

Illustrates application of the eight principles set forth by the National Reading Conference to be considered in conducting a college-adult reading program with emphasis on the student's participation in planning his objectives and utilization of his own reading materials.

140. Carter, Homer L. J. and McGinnis, Dorothy J. "Some Factors to be Considered in Conducting a College-Adult Reading Program," Junior College Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 68-74.

Lists and discusses eight principles for establishing, operating, and evaluating reading programs at the college level.

141. Freer, Imogene. "Problems of Junior College Reading Programs," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 206-10.

Reveals a number of problems faced by specialists involved in junior college reading programs, and makes a few suggestions for dealing with them.

142. Harris, Louie E. "Faculty and Public Relations Aspects of the College Reading Program," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 73-74.

Asserts that the time has come to stop defending the teaching of reading at the college level and to start channeling efforts toward those who realize that good reading depends on the development of each individual's ability and efficiency.

143. Hultgren, Dayton D. "The Role of the Individual Learning Center in Effecting Educational Change," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 89-94.

Describes the rationale for and organization of a college learning center which strives to provide individual students with assistance they need to effectively deal with course requirements, and comments on changes effected within the colleges as a result of the program.

144. Kingston, Albert J., Jr. "Problems in the Administration of a College Reading Program," What the Colleges Are Doing in Planning and Improving College Reading Programs, Oscar S. Causey, Ed. Yearbooks of the Southwest Reading Conference for Colleges and Universities, 1, 2, 3 (1955) 6-12.

Explores the difficulties which beset the director of a college reading program, both in integrating the program into the existing structure of the college or university and in organizing and operating the reading program.

145. McAllister, David. "Organization and Administration of College Reading Programs--Enlisting Faculty Aid," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 83-86.

Suggests methods the director of a college reading program can use to involve the whole faculty in improving students' reading.

146. Norris, John M., Jr. "A Reading Program as an Essential Part of a Standard Two-Semester English Course," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 201-11.

Appraises the basic concepts, purposes, organization, methodology, and research as they relate to the college freshman English program. Notes the need for the integration of reading and its emphasis in the program.

147. Tremonti, Joseph B. "Improving the Junior College Reading Programs," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 246-52.

Enumerates various do's, don't's, and steps toward improvement in school reading programs for use by college administrators.

See also: 302, 312, 337, 364, and 366.

3. Conducting Programs

b. Adult Literacy

148. Brown, Don A. and Newman, Anabel. "Attitudes of Adult Illiterates Toward Reading Materials and Educational Programs," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 167-80.

Investigates the attitudes of the adult illiterate from the city core toward educational programs and materials. Cautions against fixating on the negative aspects of an illiterate adult and ignoring the strengths toward which one may build.

149. Curry, Robert L. "Adult Literacy--Progress and Problems," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 236-39.

Describes the number of illiterates in America, the effects of this illiteracy, and the efforts being made to reduce the problem.

150. Kling, Martin. "Reading and Basic Subject Matter Achievement of Job Corps Urban Center Trainees," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 126-33.

Studies the gains registered in reading, arithmetic, and language for Job Corps trainees and suggests topics for additional research.

151. Laubach, Frank C. "Progress Toward World-Wide Literacy," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 87-99.

Describes the present illiteracy problem, the Communist method for combating it, and the need for a more phonetic English language for reading and spelling as shown by Pitman's Augmented Roman Alphabet.

152. Robinson, H. Alan. "Progress Toward Adult Literacy," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 33-40.

Advocates more instruction in actual reading and writing, adequate teacher preparation, meaningful materials, variety in methodology, and new organization approaches as steps toward reducing illiteracy in the United States.

153. Smith, Richard J. and Dulin, Kenneth L. "Making Adult Reading Programs Truly Adult," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 60-66.

Formulates a set of guidelines for use in developing reading improvement programs to meet the unique needs of adults in basic education courses.

See also: 62, 114, 347, and 440.

4. Preparation of Personnel

154. Adams, Effie Kaye. "Reading Performance of Elementary Student Teachers in a Developing Institution," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 47-57.

Investigates requirements for student teachers. Notes the need for communication improvement and help between student teacher divisions and reading improvement centers.

155. Askov, Eunice N. "Assessing Teachers' Attitudes Toward Individualizing Reading Instruction," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 23-28.

Recounts the development of the Reading Teacher Survey which can be used to determine teacher attitudes toward individualizing reading instruction either in anticipation of setting up such a program or in evaluation activities.

156. Carter, Homer L. J. and McGinnis, Dorothy J. "Preparation of Reading Therapists for the Junior College Level," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 45-49.

Lists needs of junior college reading programs, and makes recommendations for the preparation of teachers to meet those needs.

157. Ewing, June B. "The Role of the Skills Instructor in the College Reading Improvement Program," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 71-75.

Defines the qualifications and preparations for and the role of a skills instructor in a college reading center skills improvement program.

158. Fry, Edward. "Training Teachers for the Improvement of College-Adult Reading in Underdeveloped Countries," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 55-57.

Describes the writing of a manual to train teachers of reading improvement courses in areas where experienced teachers are not available for teacher preparation classes.

159. Ilika, Joseph. "Phonics Skills of Teacher Education Student and Teachers," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 48-64.

Investigates teacher knowledge of vowel phonics generalizations, comparing the results (1962-67) with the results of an earlier study (1957-58), and concludes that teacher knowledge has improved; that there are regional differences in this improvement; and that teachers comprehend the less useful vowel phonics generalizations better than the more useful ones.

160. Ilika, Joseph. "A Second Report on the Phonic Skills of Teachers and Teacher Education Students," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 168-75.

Reports the administering of the Aaron Phonics Test to undergraduate and graduate male and female students at two colleges and the results which showed significant differences in phonics knowledge between the sexes between teachers and students.

161. Ilika, Joseph. "The Third Annual Report of the Phonetic Skills of Teachers," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 95-105.

Reports greater knowledge of phonics by teachers and speech majors than by undergraduate elementary education majors, but encounters no differences due to social class or dialect.

162. Otto, Wayne and Dulin, Kenneth L. "How to Succeed in Reading by Really Trying," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 134-41.

Classifies professional activities of researchers, administrators, teachers, and others in the field of reading, ranking the activities in terms of importance attached to them by survey respondents and pointing out that research and national leadership are generally seen as high status activities while supervision and preservice teacher training are seen as low status activities.

163. Sisson, Roger L. "An Engineer in Reading Land," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 157-62.

Takes a look at the problems of teaching as it exists separate from research in education and in the sciences, and suggests that principles of engineering be applied to the designing of instructional programs and the implementation of innovative practices.

164. Smith, Richard J.; Hesse, Karl; and Otto, Wayne. "Factors Influencing Junior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 177-84.

Credits generally favorable attitudes toward teaching reading in content area classrooms to a strong in-service program within the school system, with English teachers the most receptive to the idea.

See also: 51, 104, 121, 126, 141, 145, 152, 203, 213, 217, 227, 231, 289, 360, 406, 454, and 480.

IV. DESCRIPTIONS OF PROGRAMS IN USE

1. College
2. Adult Literacy
3. Federal
4. Industrial

IV. DESCRIPTIONS OF PROGRAMS IN USE

1. College

165. Mother Angelica. "The Developmental Reading Program at Our Lady of the Lake College," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 107-10.

Outlines the goals, techniques, methods, and materials used in the developmental reading program at Our Lady of the Lake College.

166. Carter, Homer, L. J. "Effective Use of Textbooks in the Reading Program," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 155-63.

Describes Western Michigan University's reading program, noting the change from a clinical to a developmental approach, the aims, and the materials and procedures used; evaluates the program's effectiveness; and lists inferences.

167. Cartwright, H. D. "Study Skills for the Severely Retarded College Reader," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 50-57.

Relates successful experiences in a college reading program, and offers a bibliography of professional books and teaching materials which could be useful in such a program.

168. Causey, Oscar S. "A Developmental Reading Program for College Students," What the Colleges Are Doing in Planning and Improving College Reading Programs, Oscar S. Causey, Ed. Yearbooks of the Southwest Reading Conference for Colleges and Universities, 1, 2, 3 (1955) 13-15.

Outlines briefly the organization, methods, materials, and results of a reading program at Texas Christian University.

169. Cosper, Russell, Lokke, V. L. and Schick, George. "Reading Instruction at Purdue University," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 23-31.

Describes the organization, testing program, staff, public relations, related activities, and future plans of the Purdue beginning developmental reading program. Summarizes the objectives, content, and scope of an advanced elective course which concentrates on close, critical reading.

170. Cranney, A. Garr. "The Evolution of the Minnesota Reading Program," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 171-74.

Emphasizes individual instruction through the use of counselors and programed materials and provides for flexibility of scheduling.

171. Dotson, Elsie J. "The Reading Improvement Program at the University of Texas," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 32-43.

Describes the history, goals, student population, type of instruction, test battery, personnel, allied services, equipment, materials, and outstanding needs of the reading improvement program at the University of Texas.

172. Edwards, Barbara Frederick. "In the Dawning of Our Knowledge," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 9-40.

Describes an elective college course in corrective reading at Auburn University and reproduces both an extensive index system for locating pertinent material and an accompanying 207-item bibliography.

173. Hultgren, Dayton and Crewe, James. "Athletic Department Reading and Study Skills Program--A Model in Research of Other Applications," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 61-64.

Describes the successful application to approximately 400 student-athletes at the University of Minnesota of an experimental personnel services model involving program advising educational skills improvement, student counseling, and liaison activities between student and administration.

174. Jacobson, George W. and Nelson, Emily. "American Language Skills: An Integrated Reading, Writing, Speaking and Listening Program," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 71-74.

Explains the conception and operation of a new course for Southwest Minnesota State College called American Language Skills which focuses on language facility by teaching reading, writing, speaking, and listening simultaneously.

175. Jones, Ernest A. "A Small College Reading Program," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 7-15.

Describes the organization, methods, materials, diagnostic procedures, and results of a developmental reading course at Northeastern State College in Tahlequoh, Oklahoma and briefly reports the results of a 1952 study of the reading abilities of 8,249 entering college freshmen in Oklahoma.

176. Kerstiens, Gene. "Open Enrollment: Challenge to the College Reading/Study Skills Program," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 106-12.

Presents evidence in the form of rising achievement levels that a community college reading/study skills program which is composed of several levels of courses integrated with the English program can be effective in upgrading the skills of open enrollment students.

177. Maxwell, Martha J. "Evaluation of a Self-Help Reading and Study Skills Program for Low-Achieving College Applicants," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 21-30.

Describes the reading and study skills portion of the University of Maryland's Pre-College Summer Session program which is designed to maximize the low-achieving student's chances of success in college.

178. McConihe, Esther J. "Evolution of the Western Reserve University Program," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 166-70.

Identifies student enrollments; notes progressive content evolution from emphasis on flexibility to seeing reading training as one phase of a total communication process; and lists materials used in the program.

179. Orchard, H. E. "A Permanent Foundation for College-Adult Reading Improvement. Part II--Planning in School Education for a Practical Contribution to College-Adult Reading Improvement," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 23-35.

Describes the introduction of a modern basic reading program in Nova Scotia, the problems encountered, and the solutions which involved parent and community group participation.

180. Pauk, Walter J. "The Cornell University Reading Improvement Program," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 16-22.

Discusses the structure, philosophy, and teaching design of the reading improvement program at Cornell University.

181. Schmidt, Bernard. "Evolution of the Purdue Reading Program," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 159-65.

Discusses the aims of the course; mentions equipment and materials used; explains grading criteria and course credit; and lists research findings confirming the relationships between reading efficiency, attitude, and academic achievement.

182. Sherbourne, Julia Florence. "A Method of Combining Individual and Group Instruction," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 42-45.

Describes the Florida Presbyterian program of written study courses (work sheets) which are used for individual and small group instruction in the teaching of reading.

183. Stewart, Elneita Wallace. "Reading Improvement Program for College Students," Reading: Process and Pedagogy, George B. Schick and Merrill B. May, Eds. National Reading Conference Proceedings, 19, Volume 2, (1970) 202-07.

Gives examples of ways in which college freshmen are given remedial and developmental reading instruction in a university reading program.

184. Thompson, Helen M. "A Voluntary 'How to Study' Program," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 37-41.

Describes Chapman College's program which involves appraisal of pre-college preparation, development of reading and listening skills, and efficient scheduling of time.

185. Tremonti, Joseph B. "Scope and Effectiveness of the University of Dallas Reading Programs," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 13-20.

Describes the organization, the instructional ideas, the methods used, and the success experienced.

186. Wade, Loretta. "A Description of a Junior College Reading Program," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 212-24.

Studies the reading program of Lincoln College and concludes that students enrolled in junior colleges are less well prepared than those in 4-year colleges and that levels of instruction are needed.

See also: 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 64, 236, 329, 333, 361, 398, and 403.

2. Adult Literacy

187. Askov, Eunice N.; Otto, Wayne; and Fischbach, Thomas. "Development of Specific Reading Skills in Adult Education," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 46-52.

Demonstrates that a skill-centered approach to adult basic education with attention to individual needs and achievement can produce effective gains in reading skill, offering experimental data as argument.

188. Brown, Don A. "Educational Characteristics of Adult Illiterates: A Preliminary Report," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 58-68.

Investigates educational characteristics of adult illiteracy in Buffalo, New York, for the purpose of developing a predictive instrument and instructional techniques.

189. Kingston, Albert J. "An Open-Circuit, Non-Credit TV Adult Reading Program," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 82-84.

Describes the University of Georgia's program and notes the problems of time demands, conflicts, and lack of systematic daily practice.

190. McDonald, Arthur S. "Reading Improvement on Television," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 69-75.

Discusses the corroboration of Marquette University and a commercial television (WXIX-TV) in producing a 13-week, televised, adult, reading improvement program that provided opportunities for local adults to acquire good reading attitudes and skills.

191. Van Gilder, Lester L. and Kania, Joanne. "An Adult Illiteracy Pilot Project: The Training of Reading Aides," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 195-99.

Describes the work and results of a 1-year pilot project in Milwaukee in which 16 adult inner-city residents were trained to teach the functional illiterates in their own community.

See also: 114, 115, 123, and 194.

3. Federal

192. Fry, Edward. "A Job Corps Center Reading Program," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 118-25.

Describes the program of the Kilmer Job Corps Center and discusses major problems which developed concerning curriculum, finances, dropouts, and the relationship between the industry in charge of the center and the university consultants.

193. Fry, Richard. "A Reading Program for a Job Corps Urban Center," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 76-82.

Explains the Camp Kilmer, New Jersey, Job Corps reading program and presents the problems encountered in finding suitable materials, curriculum, and techniques.

194. Fulker, Edmund N. "Air Force Reading Training in the Pentagon," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 77-79.

Describes the four phases-diagnostic, guided practice, evaluation, and followup of a reading improvement program designed for Air Force officers and key civilians at the Pentagon.

195. Hamblet, Julia E. "The Right to Read: A Progress Report," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 148-56.

Summarizes the planning stage of the Right to Read effort, describing offices formed, organizations contacted, and activities planned for operation of the national program.

196. Ladd, Eleanor M. "The Use of Federal Funds in Secondary Reading Programs," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 259-262.

Describes the use of Title I ESEA funds to expand facilities and services in the Pinellas County, Florida, secondary schools.

197. Railsback, Lem Londos. "A V.I.T.A.L.I.T.Y. Center: Supplementary Reading Materials and Services," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 158-61.

Outlines a number of programs designed to serve reading resource needs of men at the Gary Job Corps center in San Marcos, Texas.

198. Railsback, Lem Londos. "Use of Automated Aural-Oral Techniques to Teach Functional Illiterates Who Are Upper Age Level Adolescents," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 207-11.

Gives attention to the use of Job Corpsmen in a pilot study to suggest the possible validity of the use of a person's speaking-hearing vocabulary to teach reading.

199. Stevens, George L. and Fulker, Edmund N. "Reading Improvement in Government," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 1-8.

Discusses the problems caused by the increased volume of communication, the inflexibility of the reader, and the administration of programs which aim primarily at job efficiency through reading rate increase.

See also: 18.

4. Industrial

200. McMillan, John W., Jr. "Reading Improvement in Business," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 82-84.

Reports immediate and long range gains in reading rate and comprehension made by employees of Humble Oil Company as a result of a reading improvement program sponsored by the company.

201. Oakes, J. E., Jr. "Chance Vought Aircraft Reading Training Program," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 80-81.

Presents some results of a reading speed and comprehension improvement program designed for employees of Chance Vought Aircraft and briefly describes the procedures used in the program.

202. Patterson, Harry O. "A Reading Improvement Program in Industry," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 102-13.

Describes the methods, materials, and immediate and long-range results of several reading improvement programs offered to the management of General Motors Corporation and to students at General Motors Institute.

See also: 97, 98, 116, 117, 292, and 474.

V. METHODS AND MATERIALS FOR READING AND STUDY SKILLS INSTRUCTION

1. Methodology for Teaching

a. Pre-College

b. College

2. Reading and Study Skills Development

a. General

b. Critical Reading, Comprehension, and Study Skills

c. Vocabulary Development

d. Rate and Flexibility

3. Materials of Instruction

a. Non-Mechanical

b. Mechanical

V. METHODS AND MATERIALS FOR READING AND STUDY SKILLS INSTRUCTION

1. Methodology for Teaching

203. Fry, Edward B. "Classification of Factors Affecting Reading Performance," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference, 20 (1971) 320-35.

Attempts to classify factors in the reader, in the reading situation, and in reading instruction which affect performance in such a way as to be useful to reading teachers, students, and researchers.

204. Sherk, John K., Jr. "Psychological Principles in a Strategy for Teaching the Reading of a Standard Dialect," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 290-94.

Advocates the teaching of standard dialect to nonstandard speakers prior to reading instruction, and offers psychological evidence of interference as an argument for his thesis.

See also: 70, 246, 259, 301, 303, 351, 359, 401, 415, 463, and 480.

1. Methodology for Teaching

a. Pre-College

205. Griffin, Aileen. "Preparing Adequate College-Adult Readers through Public School Development of Reading Programs," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 87-94.

Describes a public school developmental reading program; surveys student response to the program; and emphasizes that students' interests, needs, and goals influence their reading.

206. Hill, Walter. "Contributions of Education to College and Adult Reading," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 41-49.

Presents some generalizations from reading research and practice at the elementary and secondary school levels in terms of the reading process, the reader, the analysis of reading performance, the teaching of reading, and reading-learning practices that are often overloaded in college and adult programs.

207. Johnson, Owen. "An Effective Secondary Level Program in Practical Reading for the Academically Disadvantaged," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 203-09.

Describes the Beaufort County, South Carolina, Reading Project and the favorable effects of its program in practical reading at the senior high school level.

208. Kingston, Albert J., Jr. "The Relationship of High School and College Reading Programs," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 24-29.

Appraises developmental reading and suggests improvements through recognizing individual growth rates; involving content area teachers at all levels in the teaching of study skills; and developing critical reading attitudes, reference skills, and reading rates flexible to purpose and content.

209. McConihe, Esther J. "Pre-College Training on College Campuses," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 96-99.

Points out the importance of writing skill, math and science experience, and a flexible approach to printed matter. Accents the development of a self-motivated, independent attitude toward study and learning.

210. Raygor, Alton L. and Summers, Edward G. "A Comparison of Two Methods of Teaching Reading Comprehension to High School and College Students," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 118-23.

Compares and evaluates an approach using programed materials and an approach using conventional instructional materials.

211. Schiavone, James. "The Secondary School's Role in Developing the College Preparatory Reading Program," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 36-42.

Cites the difficulties encountered by beginning college students due to the lack of reading and study skills, emphasizes the need for improved high school programs to provide these skills, and offers types of usable programs.

See also: 35, 41, 44, 65, 91, 98, 101,102, 130, 132, 152, 165, 175, 185, 188, 193, 213, 268, 457, and 481.

1. Methodology for Teaching

b. College

212. Anderson, Clarence. "Problems of Individualization," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 211-14.

Gives examples of ways in which a community college is able to individualize its program to meet the diverse needs of its students.

213. Carter, Homer, L. J. "Improving Reading in the Subject Matter Areas," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 67-71.

Outlines and discusses areas of responsibility for the teachers in the content fields, noting that the approach to reading improvement in these areas is developmental rather than remedial or corrective.

214. Causey, Oscar S. "Methods and Techniques in Improving Reading Ability--Problems Involved," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 101-06.

Considers methods, techniques, and procedures used in improving the reading ability of college students on the basis of six premises.

215. Cortright, Richard W. "International Students as Readers," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 122-24.

Notes the progression of Baylor University's foreign student English program from emphasis on spoken English to emphasis on reading materials which help bridge the "cultural gap" and reports the personal reading habits of Baylor's international students.

216. Downing, John. "I.T.A.--What Next?" Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 1-13.

Emphasizes the need for some simplified spelling method in English, possibly i.t.a., and describes the British use of i.t.a. as opposed to the American use.

217. Fiehler, Rudolph. "Freshman College English and the Reading Process," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 68-73.

Stresses the importance of teachers who care about influencing the attitudes and interests of students and describes the content of a reading program for freshmen at Louisiana Polytechnic Institute.

218. Johnson, Joseph C., II. "An Experiment in Adult Reading Improvement," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 137-41.

Appraises the efficacy of two approaches to the teaching of adult reading improvement by having one group receive machine-aided instruction in addition to teacher instruction and determines that the results show no significant differences.

219. Kingston, Albert J., Jr. "Integrating the Reading Program into the Curricula," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 107-09.

Makes practical suggestions for intergrating the college reading program into the curriculum through cooperative efforts with older established departments.

220. Kingston, Albert J., Jr. "The Value of Discussion in the Reading Group," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 145-46.

Proposes group discussion as a means of orienting students to the program, facilitating group identification, and providing an opportunity to verbalize personal ideas.

221. Kopel, David. "Recent Proposals for Reading Reform," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 21-32.

Briefly examines some controversial areas of reform in reading such as programed instruction, i.t.a., neurological retraining and others. Points out a need for more support to established and experimental educational programs.

222. Maxwell, Martha J. "Ethics Revisited--The Current Dilemma Facing the College-Adult Reading Specialist," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 103-09.

Warns of the ethical dilemma posed by the over zealous claims of certain commercial reading programs and the harm that results from their guarantee of success to everyone regardless of prognosis.

223. McDonald, Arthur S. "A College Reading Program and Academic Performance," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 44-52.

Reports the findings of an investigation comparing the academic performance of students who completed a term in the Cornell Reading Improvement Program with the academic performance of students in a control group over a period of three semesters.

224. Orchard, James S. "The College Achievement Program: An Approach to the College Fail-Out," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 122-27.

Describes the College Achievement Program established at Baldwin-Wallace College in Berea, Ohio, which focuses attention of the college underachiever on his problems and affects behavioral changes.

225. Patterson, Oliver. "Establishing a TEAM Reading Program," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 252-55.

Details the means used to establish a team approach to college reading instruction, utilizing content subject materials and total staff involvement.

226. Schleich, Miriam and Rausch, Sidney J. "Combining a Program of Reading Improvement with the Study of History," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 35-40.

Describes the implementation of a freshmen coordinated history-reading program at Hofstra University designed to develop critical thinking in a content area.

227. Schoenbeck, Paul H. "Motivation: By Whom? For What?" Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 215-18.

Calls on those involved in junior and community college reading programs to analyze and to improve the means they use to motivate students.

228. Shaw, Phillip B. "Integration of Reading Instruction with 'Regular' College Offerings," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 113-26.

Reports the findings of a questionnaire study of 350 college reading programs and urges the development of a guide to curriculum planning and instruction on reading at the college level.

229. Shaw, Phillip. "Teaching Incoming Freshmen to Read and Learn," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 100-04.

Considers the instructor's role in guiding and developing student reading and learning skills by promoting critical reading; teaching effective study procedures; arousing interest in assignments; and encouraging creative thinking.

230. Sherbourne, J. Florence. "Techniques for Rate Pacers," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 166-70.

Presents a number of techniques for use with rate pacers which the author has found to be successful with college students.

231. Tremonti, Joseph B. "The Contributions of College Reading Specialists to Pre-College Reading Programs," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 81-86.

Notes the college reading specialist's work in research; his clinical, reading improvement, and consultant services; his activities in institutions, conferences, and professional organizations; and his involvement in teacher education.

232. Winter, Ralph D. "Reading in the Guatemalan Environment," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 1-12.

Discusses the possibilities of improving readership through technical intra-translation of dialectical differences in materials; transduction of the inner meaning of a selection into another cultural system's meaning; and observation of changes in the reader's culture that affect the use of materials.

See also: 22, 41, 44, 65, 90, 97, 100, 101, 111, 130, 132, 153, 165, 175, 185, 188, 193, 267, 270, 283, 284, 312, and 315.

2. Reading and Study Skills Development

a. General

233. Adams, Effie Kaye. "Underlining: The Graphical Aid to College Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 12-22.

Reports a study in which the use of underlining and other learner-originated graphic aids by 58 summer school students was found to have low to medium correlations with their grades in reading and in social studies/science methods classes.

234. Berg, Paul. "Reading in Relation to Listening," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 52-60.

Presents some generalizations about reading and listening drawn from research on the relationship between reading and auditory comprehension; the method which produces the most immediate learning and the greatest delayed recall; the relationship between level of difficulty of material and learning; the transfer of training; and the effects of training on listening ability.

235. Brooks, Charlotte K. "The Language of the Socially Disadvantaged," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 69-75.

Describes the difficulties encountered when teachers try to change the language of nonstandard English speaking children to standard English and offers some instructional approaches to the problem.

236. Christ, Frank L. "A Pre-College Summer Reading/Study Skills Lab," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 58-64.

Describes a precollege summer reading program through which incoming students are instructed in reading skills they need and prepared for the intensive nature of the courses they will be taking, and offers a list of suggested materials.

237. Crewe, James and Hultgren, Dayton. "What Does Research Really Say About Study Skills?" The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 75-78.

Suggests that there is a lack of research data on which to base decisions about study behavior for students. Calls for the development of a manual on valid study methods and a book summarizing study skills research.

238. Eller, William. "Reading and Semantics," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 52-58.

Emphasizes the general need for semantic understanding in developing the more sophisticated comprehension skills; discusses two types of semantic problems in reading comprehension; and outlines the semantic equipment needed for maximum comprehension in reading.

239. Fiehler, Rudolph. "Reading in Relation to Writing," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 69-77.

Warns against the hazards of specialization in the communication skills and discusses the need for college reading programs; the principles which assist in the establishment of such programs; studies on various phases of college programs; and patterns of administration of reading programs.

240. Krippner, Stanley. "Hypnosis and Reading Improvement Among University Students," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 100-09.

Discusses past uses of hypnosis in the classroom and suggests that it is most useful in the improvement of study habits, the reformation of test-taking behaviors, and the strengthening of academic motivation.

241. Nason, H. M. "Efficient Reading--A Way to Permanent Education," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 174-81.

Underscores the importance of efficient reading if individuals are to be contributing members of a self-determining society.

242. Pepper, Roger S. "The Study Skills and Academic Achievement of Marginal Admission Students," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 248-53.

Examines reading and study skills test scores for 212 marginal admission college freshmen, comparing their academic performance with regularly admitted students, and concludes that the marginal students do not make sufficient gains in one year to compete with other students.

243. Schick, George B. "Reading and the Language Arts," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 58-67.

Surveys the contributions made to reading improvement by specialists in English and speech through published essays describing course content and successful programs, through research studies, and through the production of representative textbooks and workbooks.

244. Singer, Harry. "Factors Involved in General Reading Ability and Reading in the Content Areas," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 295-305.

Summarizes research in content area reading comprehension, and concludes that common factors of comprehension operate in various content areas, making developmental instruction in those factors possible and necessary.

245. Taschow, Horst Gerard. "A Comparison of Individual Reading Improvement Scores on a Group of Community College Freshmen as Measured by the Crude Gain Method and the Residual Gain Method," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 27-37.

Compares reading gains made by 36 college freshmen as measured by the crude gain method and the residual gain method, concluding that the latter method is more accurate in measuring individual gains.

246. Taylor, Stanford E. "A Study in Listening," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 189-201.

Describes experiments designed to determine factors which influence the efficiency of listening performance and to develop instructional techniques for improving listening skills.

247. Tremonti, Joseph B. "Recognizing the Reading Difficulties of Individual Students and Techniques Leading to Their Solution," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 228-36.

Quotes from a wide range of sources on the subject of diagnosing and developing the reading abilities of older students.

248. Watson, George L. "Student Attitudes Concerning a Law School Reading-Study Program," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 89-95.

Reveals that skimming skills, methods of organizing notes, planned reviews, and the SQ3R technique were the most valuable skills taught in a law school developmental reading program.

249. Weaver, Wendell W. "The Effect of Direction of Context on Word Predictability," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 152-57.

Discusses and rejects the hypothesis that direction of context, bilateral and unilateral, has no effect on the ability of subjects to predict omitted words and suggests using this information to explore the relationships between listening and reading.

See also: 33, 89, 143, 172, 176, 374, 375, 457, and 482.

2. Reading and Study Skills Development

b. Critical Reading, Comprehension, and Study Skills

250. Aulls, Mark W. "Toward a Systematic Approach to How the Reader Uses Context to Determine Meaning," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 312-19.

Reviews research literature dealing with uses of syntactic and semantic contexts to determine meaning in sentences and in paragraphs observes points of contention and incompleteness in the research and offers comments for consideration in generating research hypotheses in this area.

251. Bailey, David Sherman. "Deprivation and Achievement as Factors in Auditory Comprehension," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 341-47.

Studies the results of an auditory comprehension test, and finds that achieving students scored significantly higher than nonachieving students, that deprived and nondeprived students performed equally well, and that source of material used in the cloze task affected the performance of all students.

252. Bracken, Dorothy Kendall. "Developing an Effective Listening Program," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 36-40.

Describes relationships between reading and listening, and makes recommendations for developing both skills for maximum interaction.

253. Briggs, F. Allen. "'Grammatical Sense' as a Factor in Reading Comprehension," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 145-49.

Contends that teaching the skill of recognizing transformations of grammatical concepts will help improve reading skills.

254. Bryant, N. Dale and Barry, Nel E. "The Relationships Between Interest and Reading and Between Interest and Reading Comprehension," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 127-30.

Describes a research study with freshmen at the University of Houston in which it was found that when reading simple, narrative articles, interest did not significantly influence reading rate or comprehension.

255. Carver, Ronald P. "What Is Reading Comprehension and How Should It Be Measured?" Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 99-106.

Proposes that reading comprehension is composed of four different variables (knowledge gained, amount comprehended, reading aptitude, and reading improvement), and analyzes commercial multiple choice, cloze, speed of reading, and chunked reading tests with respect to their abilities to measure these variables.

256. Clark, Mildred Ball. "The Effects of Interval Reinforcement on Reading Speed and Comprehension of College Students," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 206-08.

Finds that the repetition of specific instructions at 30-second intervals during testing produced no significant differences in speed or comprehension.

257. Dinnan, James A. "Critical Analysis Versus Critical Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 107-09.

Likens critical thinking to a computer program available in the mind of a child, and accuses educators of not activating the program and of stifling it through the kinds of questions which generally make up class activity.

258. Eller, William. "Critical Reading," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 86-96.

Stresses the need for critical evaluation of the social and political context of material or media and includes a prospectus for teaching critical reading skills ranging from the basic mechanical skills to the more sophisticated intellectually oriented skills.

259. Eller, William and Wolf, Judith Goldman. "Factors in Critical Reading," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 64-72.

Notes that the characteristics of the communicator and recipient, the nature of the message, and the medium employed influence reactions to persuasive communication. Recommends that teachers consider these factors in their critical reading programs.

260. Fischer, Cora I. "Extending Comprehension Skills," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 60-66.

Divides comprehension skills into a lower and higher order; proposes ways to develop each skill; and concludes that because comprehension depends on the amount of knowledge a reader brings to the material, wide rapid reading is important.

261. Follman, John; Lowe, A. J.; and Wiley, Russell. "Correlational and Factor Analysis of Critical Reading and Critical Thinking--Twelfth Grade," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 128-36.

Analyzes twelfth graders' performance on a critical reading test, a critical thinking test, a general reading test, and an intelligence test, and concludes that while considerable overlap exists between critical reading and critical thinking, there are unique factors as well.

262. Jenkinson, Marion D. "Information Gaps in Research in Reading Comprehension," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 179-92.

Reviews both established and recent unpublished research in comprehension, considering the understanding of linguistic information, factors relating to complexity of material, factors within the reader, and the development and improvement of reading comprehension performance.

263. Johnson, Roger; Follman, John; Wiley, Russell; Lowe, A. J.; and Miller, William. "Canonical and Partial Correlation of Critical Reading and Critical Thinking--Twelfth Grade," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 137-41.

Examines the relationships between twelfth graders' performance on reading, thinking, and intelligence tests, concluding that both critical reading and critical thinking are highly interrelated with general verbal ability, particularly vocabulary, to the extent that a construct of critical thinking-critical reading may exist.

264. Kingston, Albert J., Jr. "Some Thoughts on Reading Comprehension," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 20-23.

Accents the importance of the materials writer, the level of vocabulary, and the lexical structure of the writing; emphasizes the need for agreement on the meaning of symbols; and points out that comprehension exists in different degrees.

265. Lee, Wayne D. "Why Bother to Teach Critical Reading Skills to College Reading Classes?" Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 132-36.

Asserts that college reading teachers do not teach critical reading skills. Maintains that enough research on teaching critical reading skills exists and that the emphasis must be on the implementation of these skills into present programs.

266. Lowe, A. J.; Follman, John; Burley, Wade; and Follman, Johnny. "Psychometric Analysis of Critical Reading and Critical Thinking--Twelfth Grade," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 142-47.

Investigates psychometric characteristics of the tests of critical reading and critical thinking used in the twelfth-grade experiment, and concludes that while the two instruments are sound, they appear to measure somewhat different constructs instead of the general construct thought to exist.

267. Manzo, Anthony V. "A Theoretical Model of the Teaching-Learning Factors Believed to Be Interacting in the Development of Reading Comprehension," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 125-27.

Explains components of a learning model of reading comprehension, suggesting that comprehension occurs as a result of an interaction of factors in the learner, the teacher, the materials, and the environmental situation.

268. Matthews, Jack. "The Role of Poetry in Reading Improvement Programs," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 46-51.

Considers the value of poetry in the reading program to be the presentation of memorable experiences of what constitutes good reading comprehension and the dramatization of the richness of full and critical reading.

269. Maxwell, Martha J. "Effects of Practice and Learning Strategies on Speed of Scanning for Phrases in Meaningful Material," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 226-34.

Reports increased scanning efficiency for college students involved in a comparison of learning strategies, but discovers no differences in the effectiveness of the strategies.

270. Phillips, George O., Sr. "Study Habits and Attitudes of Disadvantaged Students in a College Reading and Study Skills Program," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 152-57.

Probes responses of disadvantaged college students to a checklist of study habits and attitudes, and reports changes which take place in the responses as a result of reading and study skills instruction.

271. Raygor, Alton L. "The Influence of Psychology on the Field of Reading," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr. Yearbook of the National Reading Conference, 10 (1961) 50-57.

Points to programed learning and the use of teaching machines as the innovations by which change will come in the entire educational structure.

272. Robinson, Gerald G. "Study Skills Required in 'Relevant' Biology Courses," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 249-51.

Recounts techniques used in college biology courses to improve students' reading and study skills simultaneously with increasing their knowledge of biology.

273. Schmidt, Bernard. "Critical Reading for the Superior Student," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 162-65.

Approaches the teaching of literature as a process of assisting students in reading so that they can analyze how and why an author made his points.

See also: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 22, 38, 41, 42, 51, 56, 65, 66, 67, 71, 79, 86, 87, 89, 98, 102, 137, 169, 173, 177, 184, 187, 200, 201, 208, 209, 211, 226, 229, 285, 286, 289, 297, 299, 318, 330, 335, 338, 340, 346, 352, 356, 362, 365, 422, 435, 438, 445, 454, 460, 470, 471, 472, 477, and 478.

2. Reading and Study Skills Development

c. Vocabulary Development

274. Brown, James I. "Reading Improvement Through Vocabulary Development: The CPD Formula," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 197-202.

Proposes the CPD Formula (context, parts, dictionary) as a means of developing vocabulary and creating an interest in words at the high school, university, or adult level.

275. DeVitis, A. A. "Words in Context," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 120-25.

Lists and interprets students' reasons for enrolling in a vocabulary course, accents the need for a joint effort by the entire staff to teach vocabulary, and points out the value of context in building vocabulary.

276. Johnson, Harry W. "The Hidden Consensus on Vocabulary Development," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 105-12.

Accents the use of context and word analysis clues, pronunciation skills, and the dictionary; explains "systematic skipping" and emphasizes the economy of time it affords; and points out the need for teaching word attack skills in the primary grades.

277. McDonald, Arthur S. "Vocabulary Development: Facts, Fallacies and Programs," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 77-85.

Lists misconceptions concerning the nature of vocabulary and its development; differentiates among usage levels of a language; and evaluates vocabulary development methods commonly used.

278. Schick, George B. "Research and Development in Vocabulary-Improvement Courses," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 113-19.

Emphasizes the importance of both instructor and student interest in vocabulary; surveys writings on vocabulary improvement; and suggests future needs in research and in the development of improved techniques, instruments, and practices for vocabulary instruction.

279. Singleton, Carlton M. "Vocabulary Development for the Mature Student," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 72-78.

Suggests that the mature adult reader can best improve his vocabulary by developing speaking or writing vocabularies from the words already present in his understanding vocabulary.

See also: 341, 352, and 472.

2. Reading and Study Skills Development

d. Rate and Flexibility

280. Adams, R. Buchanan. "The Phenomenon of Supernormal Reading Ability," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 133-42.

Defines supernormal reading ability and discusses theories which may explain the ability of some individuals to perform at accelerated rates.

281. Berger, Allen. "Controversial Issues Pertaining to Reading Rate," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 18-24.

Considers the issues raised by the claims of various rapid reading methods; the use of machines; the level of research; problems of measurement; and the problem of defining reading rate.

282. Bryant, N. Dale. "Contra-Indications for Rapid Reading Training," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 158-61.

Discusses readers who are unable to succeed in reading rate training because of weaknesses in basic skills.

283. Curry, Robert L. and Reynolds, Donald. "Comparison of Four Techniques in a Reading Laboratory," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 65-70.

Examines a study of students enrolled in four sections of the Reading Improvement course at the University of Oklahoma to determine the best practice schedule for such a course and concludes that group instruction with individual practice on a pacing machine was most effective for these students.

284. Hill, W. R. "Influence of Direction Upon the Reading Flexibility of Advanced College Readers," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Harner, Eds. Yearbook of the National Reading Conference, 13 (1964) 119-25.

Studies the influence of three prereading directions upon rate and comprehension performance of able college readers and the influence of rereading on the accuracy of comprehension.

285. Holmes, Jack A. "Speed, Comprehension, and Power in Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 6-14.

Examines the concept "power of reading" and reports the findings of an experiment which identifies the abilities making up the substrata levels. Recommends a quicker transition from learning to read to reading to learn.

286. Hultgren, Dayton D. "Rapid Reading: Problems, Parameters, and Prospects (R2-3P)," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 13-17.

Discusses research relevant to rapid reading, pointing out the physiological limits in reading behavior and the decrease in comprehension with rapid reading. Notes the lack of supportive research relating to the claims made for speed reading.

287. Lafitte, Rondeau Garvin, Jr. "Analysis of Increased Rate of Reading of College Students," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 110-11.

Studies the increase in reading rate produced by perceptual training and skimming drills taught in a college reading improvement course.

288. Laycock, Frank. "Conceptual and Personality Factors Underlying Flexibility in Speed of Reading," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 140-46.

Discusses flexibility in relation to the substrata-factor theory, reading experience, personal factors, environmental experiences, and Piaget's stages of growth.

289. Letson, Charles T. "The Future of Rapid Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 57-67.

Points out the need for improving reading teacher preparation, materials, methods of instruction, and developmental programs; warns against commercialism in speed reading and against neglect of comprehension skills; encourages flexibility of reading rate; and accents research's role in improving reading practices.

290. Maxwell, Martha J. "An Experimental Investigation of the Effect of Instructional Set and Information on Reading Rate," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 181-87.

Points out that instructing students to read faster on a test results in significantly faster reading rate; that reading speed increases as a function of a warm-up period; and that the optimum length for a reading program should be investigated.

291. Maxwell, Martha J. "Assessing Skimming and Scanning Skills Improvement," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 229-33.

Takes a look at skimming and scanning in relation to reading skills and suggests how these two techniques may be improved through such means as organizational clues and attitude changes.

292. McConihe, Esther J. "Helping the Able Reader Is Not 'Teaching Reading'," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 147-54.

Outlines a program for industrial, business, and professional readers that will change a cautious, passive, inflexible reader of words into a purposeful, aggressive, flexible reader of ideas.

293. McDonald, Authur S. "A Reading Versatility Inventory," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 48-53.

Describes the development and sample testing of the Inventory of Reading Versatility which measures reading rate flexibility by using three reading selections of varying difficulty, each requiring a different rate and reading purpose. Observes a relationship between good readers and rate flexibility.

294. McDonald, Arthur S. "Reading Versatility Twelve Years Later," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 168-73.

Argues that little progress has been made in the area of reading versatility over the last 15 years because versatility has largely been equated with rate flexibility, and suggests that study should turn in the direction of examining reading done in specific task situations to find out more about versatility.

295. Moe, Iver L. "Reading Patterns among College Students," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 209-12.

Describes the Flexibility Profile which is designed to provide systematic observations of the reading patterns of college students, explains its use, and enumerates research findings.

296. Nacke, Phil L. "Assessment of Flexible Efficient Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 256-65.

Reviews research in the area of rate flexibility, and concludes that a sounder theoretical base is needed if appropriate measures are to be developed and conclusive research evidence is to be found.

297. Rankin, Earl F., Jr. "The Relationship Between Reading Rate and Comprehension," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 1-5.

Notes disagreement in the correlation between reading rate and comprehension and attributes this to subject matter content, difficulty level, familiarity, reading purpose, and testing procedures.

298. Rankin, Earl F. and Hess, Allen K. "The Measurement of Internal (Intra-Article) Reading Flexibility," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 254-62.

Used 15-second intervals to measure intra-article flexibility before and after training, but found little variation in the rates at which subjects read assigned material.

299. Thalberg, Stanton P. and Eller, William. "A Comparison of Two Widely Differing Methods of Teaching Reading Efficiency," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 112-17.

Compares the results of traditional instruction with training similar to that given by the Dynamic Reading Institute, a speed reading course. Finds the latter to produce faster, but less comprehensive, readers.

300. Wark, David M. "Application of Operant Conditioning in a College Reading Center," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 27-37.

Explains operant conditioning techniques which may be used in a reading and study skills center to produce fairly rapid changes in behavior, such as reading and handwriting rate.

See also: 3, 4, 137, 200, 201, 208, 335, 352, 356, 389, 422, 431, 434, 435, 438, 460, and 471.

3. Materials of Instruction

a. Non-Mechanical

301. Aaronson, Shirley. "Selected Short Stories--Rx for the Reluctant Reader," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 1-5.

Suggests the short story as a brief yet powerful literary form through which reluctant readers can identify psychological characteristics and struggles, develop ability to draw inferences, and come to enjoy reading.

302. Bahe, Virginia R. "A Content Analysis of Current College Reading Manuals," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 11-25.

Analyzes the content of college reading texts, and reports that while certain relationships do exist among them, none is adequate for use in a typical college reading class.

303. Belden, Bernard R. "Utilization of Readability Formulas for Effective Instruction," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 139-47.

Assesses the potential influence of readability formulas on the selection of school reading materials and on the creation of an effective teaching-learning situation.

304. Berg, Paul Conrad. "Motivation and Specific Instructional Materials in the Reading Program," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 113-21.

Indicates various causes of lack of motivation; suggests possible answers to instructional problems through materials selection; and concludes that motivation and instructional materials must be mutually supporting.

305. Bliesmer, Emery P. "Materials for the More Retarded College Reader," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 86-90.

Presents an annotated list of practice-type materials which can be used with the more retarded readers at the college level.

306. Ironside, Roderick A. "Perception and Word-Recognition in Workbooks at the College Level," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 63-72.

Relates the study of 20 college reading improvement manuals and summarizes the approaches to perception and word recognition skills found in 11 of them.

307. McClellan, Dorinda Ann. "Reading Ability of Junior College Students and Readability of Assigned Texts," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 348-54.

Analyzes 20 college textbooks using the Dale-Chall readability formula, and finds eight of them to be too difficult for use in junior college programs,with four more being difficult enough to cause problems for poorer readers.

308. Miller, Lyle L. "Current Use of Workbooks and Mechanical Aids," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 67-75.

Records questionnaire responses concerning the status of college reading programs; the credit given; the class membership; the instruction time; and the utilization of workbooks, mechanical aids, supplementary materials, and tests. Indicates desired materials.

309. Miller, Lyle L. "Evaluation of Workbooks for College Reading Programs," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 75-85.

Reviews some of the criteria to be considered by reading instructors who must select materials for a reading program. Summarizes in chart form and analyzes 33 leading workbooks for college students and adults in terms of organization, types of drill exercises, length of reading materials, and special administrative features.

310. Sohn, David A. "The Promise of Paperbacks," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 57-63.

Points out that paperbacks offer flexibility, selectivity, and economy to the classroom teacher. Suggests their potential use in curriculum experimentation, programed instruction, and in building classroom libraries to stimulate interest in reading.

311. Zelnick, Joseph. "Methods and Materials in a Job Corps Remedial Reading Program," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 134-41.

Lists and discusses books, workbooks, kits, audiovisual materials, periodicals, and other aids suitable for remedial work with young people and adults.

See also: 2, 96, 97, 100, 104, 108, 110, 115, 124, 125, 139, 165, 166, 167, 168, 172, 175, 181, 193, 202, 210, 216, 221, 232, 236, 243, and 475.

3. Materials of Instruction

b. Mechanical

312. Carroll, Hazel Horn. "College Reading and Television's Instant Image," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 41-44.

Argues for an analysis of what television can offer to educational practices and for inclusion of television in reading programs at the college level.

313. Carroll, Hazel Horn and Thalberg, Stanton P. "The Role of Reading Films," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 43-54.

Includes the history, the goals, the limitations and justifications of reading films; suggests procedures for classroom use; and describes available film series.

314. Courtney, Brother Leonard. "The Use of Instrumentation in Reading," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 13-22.

Lists instrumental materials, notes claims made for and research done on the materials, and defines their effective use.

315. Donisi, Patricia. "The Implications of Closed Circuit Television for Teaching College Reading Courses," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 73-76.

Appraises closed circuit television as an instrument which allows more personal student-instructor contact; gains more intense student attention to the lectures; and provides an effective medium for teaching study skills.

316. George, Clay E. "An Evaluation of Selected Methods of Using Reading Pacers," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 39-42.

Presents the results of a study at Texas A. & M. College to determine the effects of use of the reading accelerator on reading improvement.

317. Gilmore, L. D. "The Pros and Cons of Tachistoscopes," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 55-59.

Considers the advantages and disadvantages of flashed presentation and suggests the use of small individual screens and machines with "homemade" slides and filmstrips.

318. Henderson, Dee W. "Recent Research on Programmed Listening," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 114-17.

Concentrates on research which used a programed audio presentation to check adult listening comprehension and suggests the development of a program which integrates communication skills of reading, writing, listening, and oral communication.

319. Johnson, Harry W. "A Way to Use Reading Pacers," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 35-42.

Explains a method in which students read narrative and expository materials, answer objective questions, and keep personal records of time and progress.

320. Matthews, Eugene. "EDL's Reading 400 Program," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 52-62.

Explains the materials and techniques of the program and points out its possible adaptations for home and independent study as well as for classroom use.

321. Nason, Harold M. "Television and the Teaching of Reading," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 73-81.

Reviews American and British use of television in the teaching of reading and defines the areas in which it is most useful.

322. Parker, Don H. "Multilevel Self-Programming," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 124-29.

Discusses the need for programs which include a continuum of basic skills, a self-help learning process, and a concern for meeting individual differences.

323. Rankin, Earl and Smith, Donald E. P. "Teaching Machines and the Reading Program," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 74-85.

Explains some of the theoretical foundations of programed learning, describes four currently available teaching machines, and illustrates possible applications to aid in constructing college programs.

324. Raygor, Alton L. and Wark, David M. "An Evaluation of Programmed Learning in Teaching Reading Comprehension," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 68-72.

Suggests the practicality of automated instruction in teaching reading comprehension skills and indicates that these skills transfer to the actual study-learning situation.

325. Schiavone, James. "The Utilization of Mass Media in the Improvement of Adult Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 77-85.

Cites a need for more reading professionals and professionally oriented materials in the mass media; accents the use of TV in literacy and developmental reading programs; and recommends more research in producing adult TV reading programs.

326. Spache, George D. "A Rationale for Mechanical Methods of Improving Reading," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 115-32.

Concludes that currently there is little evidence that mechanical devices produce greater reading rate improvement than do other approaches; that training to modify eye movements is questionable; and that the claims of mechanical training as an aid to motivation and concentration are, as yet, unsubstantiated by research. Suggests, however, methods for using mechanical devices to improve visual discrimination, perception, and reading rate.

327. Spache, George D. "Reading Technology," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 178-84.

Reviews present and future applications of scientific devices and theories of reading instruction as they relate to curriculum, instructional materials, methodology, and analysis of the reading process.

328. Wallace, James. "The Publisher's Role in the Evaluation of Materials," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 234-39.

Discusses the new role of publishers of educational materials which will mean evaluating texts and other materials through a collection of data on the performances of educational materials in the field before publishing them.

329. Williams, Gilbert H. "Use of the Computer for Testing and Programming in a Reading Program," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 108-13.

Considers the possibilities of computer application and a systems approach for diagnosis, instruction, evaluation, and research.

See also: 2, 96, 98, 101, 105, 108, 110, 112, 115, 124, 125, 131, 132, 139, 165, 166, 167, 168, 172, 175, 181, 190, 193, 202, 221, 230, 232, 236, 453, and 475.

VI. TESTING, EVALUATION, AND DIAGNOSIS

VI. TESTING, EVALUATION, AND DIAGNOSIS

330. Bradley, Michael. "Effects on Reading Tests of Deletions of Selected Grammatical Categories," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 87-93.

Supports the findings of other researchers that reading comprehension tests measure abilities other than that of answering questions based on information presented, and extends these findings to lower grade levels on the basis of a study of 180 third-, fourth-, and fifth-grade students.

331. Cantrell, Dorothy. "Diagnostic Techniques in College Reading Programs--Problems Involved," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 89-91.

Discusses some commonly used procedures in measuring and studying symptoms of reading disability and in determining causes of the problem.

332. Carter, Homer L. J. and McGinnis, Dorothy J. "Some Suggestions Growing Out of an Evaluation of Reading Instruction by Secondary Teachers and Their Students," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 43-50.

Presents needs and factors involved in high school reading instruction, offers four types of instruction, and suggests improvements in the teacher preparation curriculum at the college level.

333. Coates, Leslie F. "The Enigma of the Survey Section of the Diagnostic Reading Test," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 70-78.

Cites the problem of results equality encountered in using alternate forms of the survey section of "The Diagnostic Reading Test" (Grades 7-13) for evaluating reading achievement gains in a junior college reading improvement program.

334. Davis, Frederick B. "The Assessment of Change," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 86-99.

Presents considerations in the selection of an appropriate instrument for estimating improvement; stresses the importance of correction for chance success; and offers formulas for eight methods of estimating the change in an individual or in the average of a group.

335. Davis, Frederick B. "Measurement of Improvement in Reading Skills Courses," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 30-40.

Discusses studies revealing an inverse relationship between rate and comprehension; points out weaknesses of present rate and comprehension tests; and recommends that speed-of-comprehension tests be adopted as the standard form of measuring instrument to permit realistic evaluation of reading improvement.

336. DeFigh, Loris. "Diagnostic Techniques and Tools," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 119-21.

Differentiates between developmental and remedial reading and discusses some of the methods which may be used to identify the specific needs of individual college students enrolled in a reading program.

337. Farr, Roger. "The Convergent and Discriminant Validity of Several Upper Level Reading Tests," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 181-91.

Reports on the use of the multitrait-multimethod matrix as a technique for investigating construct validity and explains the application of this method to high school and college level reading tests through an analysis of convergent and divergent validity as displayed in the matrix.

338. Farr, Roger. "Measuring Reading Comprehension: An Historical Perspective," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 187-97.

Analyzes and describes reading comprehension tests published from 1913 to the present, concluding that little increase in sophistication can be found in the tests, perhaps because researchers have defined their work too narrowly.

339. Farr, Roger and Smith, Carl B. "The Effects of Test Item Validity on Total Test Reliability and Validity," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 122-34.

Uses 130 college students and 356 high school students under conditions of questions only followed by passage plus questions to determine that deletion of poor test items from a reading comprehension test does not significantly improve the validity or reliability of that test.

340. Follman, John. "Factor Analysis of Three Critical Thinking Tests, One Logical Reasoning Test, and One English Test," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18, (1969) 154-60.

Concludes after administering tests to college students that critical thinking is not a general ability but a composite of several group factors involving judgment.

341. Hafner, Lawrence E. "Relationships of Various Measures to the 'Cloze'," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 135-45.

Investigates the relationship of various measures of vocabulary, intelligence, information, achievement, personality, and reasoning to the prereading cloze techniques and finds a positive, significant correlation and a favorable comparison for use as a grade predictor.

342. Johnson, Joseph Carlton, II and Jacobson, Milton D. "An Investigation of the Interrelationships Among Certain Specific Predictor Variables and Two College-Bound High School Student Reading Enhancement Classes," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 240-45.

Recounts an investigation designed to study the general reading attainment by 44 college-bound high school seniors and measures whether any achievement gains are dependent on eight intervening variables. Suggests that a person develops to a point when factors previously affecting his performance are no longer as relevant as they were.

343. Ketcham, Mrs. Herbert E. "Reading Tests and College Performance," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 63-66.

Studies correlational relationships between college performance and the college board verbal scores, the Reading Section of the Ohio State University Psychological Tests, and the Davis Reading Test. Suggests that there is a need to construct a reading test which better predicts college performance.

344. Kingston, Albert J. "Cautions Regarding the Standardized Reading Test," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 11-16.

Reviews some of the weaknesses of standardized reading tests which affect their validity and reliability, with special emphasis on reading survey tests.

345. Kingston, Albert J. "Is Reading What the Reading Test Tests?" The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 106-09.

Points out that standardized reading tests do not evaluate many dimensions of the reading process and have failed to keep abreast with the needs of the research worker and the classroom teacher.

346. Kingston, Albert J., Jr. "The Measurement of Reading Comprehension," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 88-93.

Questions the rationale for the traditional concept of reading comprehension measurement, pointing out the need for consistency with current theories of learning and personality. Suggests that a more behavioristic or descriptive definition of reading comprehension may be helpful.

347. Knight, David and Alcorn, John D. "Comparison of the Performance of Educationally Disadvantaged Adults and Elementary Children on Selected Measures of Reading Performance," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 113-17.

Offers correlation findings which suggest that some reading tests intended for use with elementary grade children can be used with educationally disadvantaged adults if the fact that adults are better able to conceptualize and to use the reading skills they have is considered in the interpretation of the test results.

348. McDonald, Arthur S. "Factors Affecting Reading Test Performance," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 28-35.

Investigates the relationships between reading performance, periodic interruptions during reading, and personality dimension. Concludes that reading comprehension rather than reading rate is impaired by interruptions, particularly for students rated as high anxious on the SA-S Scales.

349. Rankin, Earl F., Jr. "Reading Test Performance of Introverts and Extroverts," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 158-66.

Investigates selected aspects of reading test performance as a function of introversion-extroversion and finds very low validity for extroverts as contrasted to the relatively high validity for introverts.

350. Raygor, Alton L. "Measurement in Reading," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 108-12.

Describes a research program for developing diagnostic measures of reading needs which are based on an item pool derived from student composed statements on reading behavior.

351. Schiffman, Gilbert B. "An Interdisciplinary Approach to the Identification and Remediation of Severe Reading Disabilities," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 14-26.

Discusses education's responsibilities to develop techniques for identifying and teaching those who cannot learn to read by normal teaching techniques and to implement these methods into the school curriculum.

352. Sheldon, William D. "Diagnostic Techniques and Tools," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 116-18.

Describes three diagnostic techniques developed informally at Syracuse University to measure the flexibility of reading rate, the learning rate in vocabulary, and the ability to learn from lectures.

353. Spache, George. "Diagnostic Tools," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 121-23.

Describes three unpublished diagnostic instruments developed at the University of Florida: a test of Reading Flexibility for college students and adults; the Florida Reading Scales for individualized evaluation of the reading abilities of elementary school pupils; and a Learning Methods Test to discover which of four possible methodological approaches to primary reading is likely to prove best for an individual pupil.

354. Spache, George D. "Evaluation of Eye-Movement Photography in Reading Diagnosis and Reading Training," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 98-106.

Appraises the use of eye-movement photography in the reading clinic; lists basic purposes for obtaining eye-movement records; and cites recent research with a newer device, the Reading Eye.

355. Stone, David R. "The Development and Use of Evaluative Phonetics," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 96-104.

Lists the 43 basic English language sounds and symbols with an analysis of the sound distribution of the Kyte-Neel word list in order tc exemplify the need for a simpler phonetics and compares a simplified phonetic system with our present one.

356. Stroud, J. B. "Background of Measurement in Reading Improvement," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 77-88.

Suggests that reading rate, reading comprehension, and reading capacity (chiefly intelligence) are three facets of pupil reading appraisal and should be measured as separately as possible.

357. Stroud, James B. "A Note on the Relationship Between Reading and Intelligence Scores," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 94-97.

Considers the relationships between reading ability and verbal and nonverbal IQ scores, concluding that the nonverbal IQ test is a less accurate measurement of intelligence.

358. Summerfeld, Roy E. "Problems in Evaluating College Reading Programs," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 17-27.

Identifies and explains the key problems in the evaluation of reading programs, stressing the need for clearly defined objectives, judicious selection of evaluating techniques, adequate experimental design, statistically sound treatment of data, and objective conclusions and inferences.

359. Taschow, Horst G. "The Multiple Group Informal Silent Reading Inventory," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 266-71.

Suggests use of the Multiple Group Informal Silent Reading Inventory in classroom reading instruction to provide diagnostic information on individual students and to promote development of differentiated instruction.

360. Triggs, Frances Oralind. "Appraisal of Reading Skills in Relation to Effectiveness of Teaching and Learning Techniques," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 65-72.

Emphasizes the need for continuous and thorough diagnosis of reading skills; for specific instruction in needed areas to insure that students can cope with reading in the content subjects; and for helping other instructors show how to apply these skills to their content materials. Proposes that these procedures be followed by reading teachers wherever the need exists, from elementary through college levels.

See also: 2, 3, 5, 7, 8, 9, 10, 11, 13, 14, 15, 22, 25, 35, 52, 101, 118, 131, 133, 169, 175, 188, 194, 240, 247, 255, 281, 361, 362, 378, 382, 392, and 484.

VII. SPECIAL READING PROGRAMS

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361. Adams, Effie Kaye. "Tutoring: An Aspect of Clinical Procedures in a College Reading Laboratory," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 25-34.

Summarizes a survey of tutoring practices in 40 college reading clinics; lists qualifications for tutors, recruiting methods, services provided, and cost to pupils; and concludes that the services of diagnosing, tutoring, and counseling are a necessary part of the reading clinic.

362. Berger, Allen. "Evaluation of an Informal Reading Inventory for the Blind," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 200-06.

Reveals that the testing of 147 blind children from kindergarten through ninth grade proved that the Braille Informal Reading Inventory was superior to standard braille achievement tests in measuring reading comprehension and word recognition.

363. Bloomer, Richard H.; Anchel, Marie; and Krebs, Bernard V. "Methods of Teaching Braille to the Blind," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 189-94.

Cites difficulties encountered in teaching the blind to read, such as the difficulty of learning Braille and the materials using visual reference or knowledge which mean little to the congenitally blind. Describes an adequate readiness and reading program.

364. Fiehler, Rudolph. "The Communications Skills Program at Southern State College: An Approach Toward Evaluation," Techniques and Procedures in College and Adult Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 6 (1957) 53-55.

Presents the results of a follow-up study of students who were enrolled in experimental courses in the various communication skills at Southern State College.

365. Hafner, Lawrence E. "Improving Grade Point Averages Through Reading-Study Skills Instruction," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 46-57.

Studies the favorable effect of reading-study skills instruction on the grade point average of college students and lists recommendations for programs.

366. Harris, Louie. "Progress of Students During Training Period. Retention of Gains--Problems Involved," Evaluating College Reading Programs, Oscar S. Causey and Albert J. Kingston, Jr., Eds. Yearbook of the Southwest Reading Conference for Colleges and Universities, 4 (1955) 94-97.

Discusses the plan of a reading course at Oklahoma State College for women in relation to the progress made by students at intervals during the course.

367. Ketcham, Mrs. Herbert E. "Dropouts from Reading Courses Can Be Reduced," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 31-36.

Assesses the problem by reporting topical information published in literature, surveying the present status of the situation, and offering suggestions found helpful in a college program.

See also: 455.

VIII. FACTORS INFLUENCING READING

1. Psychological

a. General Studies

b. Counseling

c. Interests, Tastes, Motivation, and Attitudes

2. Physiological

3. Sociological

VIII. FACTORS INFLUENCING READING

1. Psychological

See also: 14, 15, and 224.

a. General Studies

368. Abrams, Jules C. "Psychotherapy and Learning Problems: The Role of the Clinical Psychologist," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 84-89.

Assesses the role of the clinical psychologist as a psychotherapist in attempts to deal with those psychological factors which interfere with a student's ability to learn or to utilize his skills most effectively in the academic environment.

369. Athey, Irene. "Personality Factors and the Development of Successful Readers," New Frontiers in College-Adult Reading, George B. Schick and Merrill May, Eds. Yearbook of the National Reading Conference, 15 (1966) 133-39.

Studies trust, autonomy, initiative, and other personality traits believed to differentiate between good and poor readers.

370. Beamer, George. "What Are the Reading Needs of College Students?" Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 59-64.

Identifies the reading needs of the college student both from the standpoint of the teacher and from the standpoint of the student.

371. Carroll, Hazel Horn. "Meeting the Reading Needs of Students Preparing for College Study," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 95-98.

Emphasizes the importance of student attitudes and emotions in a college preparation course that develops flexibility of reading, builds vocabulary, improves study skills, and meets individual needs.

372. Carter Homer L. J. "Mental Content, A Contributing and Concomitant Factor in Reading," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 24-29.

Defines mental content as an integration of conscious experiences; cites its importance in the reading process and in developing creativity; and accents the teacher's role in developing mental content and showing students how to use it.

373. Carter, Homer L. J. and McGinnis, Dorothy J. "Some Psychological Aspects of Mental Content and Their Relation to Reading," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 165-70.

Reviews the history of mental content, considers the mediating activities in the learning process, and emphasizes the relation of mental content to reading.

374. Curry, Robert L. and Roberts, Bette H. "A Comparison of Four Practice Schedules in College Developmental Reading Classes," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 65-70.

Examines pretest and post-test scores of 80 college students enrolled in a developmental reading course, and concludes that while varying schedules of practice did not affect their reading achievement, all amounts of practice resulted in improvement over no practice.

375. Dechant, Emerald. "Some Unanswered Questions in the Psychology of Reading," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 99-112.

Raises questions in the areas of reading perception, comprehension rate, response inhibition, reading readiness, content area reading, and developmental reading. Suggests future research trends.

376. Follman, John; Lowe, A. J.; and Miller, William. "Typeface and Multiple Choice Option Format," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 135-40.

Examines the effects of typeface and placement of answers in multiple-choice performance, and determines that, for college students, typeface makes little or no difference in performance and that vertical placement of answers appears to result in somewhat better performance than does sequential placement.

377. Hill, Walter. "Personality Traits and Reading Disability: A Critique," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 174-79.

Questions efforts to relate specific personality traits to reading disability and advocates a self-concept or holistic approach.

378. Joseph, Michael P. and McDonald, Arthur S. "Psychological Needs and Reading Achievement," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 150-57.

Investigates the relationship between personality needs, as measured by a forced-choice paper-pencil instrument, and reading performance, as measured by a standardized group test.

379. Mathis, William R. "Personality Differences and Learning Styles in Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 221-25.

Predicts that when locus of control (internal-external) is matched with learning environment, greater gains will result, and finds that not only is that the case, but internally controlled students achieve better than externally controlled students even when environment is not congruent.

380. Maxwell, Martha J. "Correlates of Concentration," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 23-30.

Describes internal, emotional, physiological and health factors, and physical conditions which affect concentration; considers the possibilities of hypnosis and Zen meditation for concentration achievement; and reports research which investigates aspects of concentration.

381. McDonald, Arthur S.; Zolik, Edwin S.; and Byrne, James A. "Reading Deficiencies and Personality Factors: A Comprehensive Treatment," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 89-98.

Reviews literature on group therapy; reports in detail a study done at Marquette University; and concludes that group psychotherapy contributes significantly to a college reading improvement program.

382. Mills, Robert E. "The Interjacent Student," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 185-88.

Defines the interjacent child as one who is in-between, marginal, or weak but not altogether deficient in his aptitudes and learning. Suggests that care be taken in labeling and diagnosing his problems.

383. Ohnmacht, Fred W. "Individual Differences in Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 242-47.

Reviews research literature concerning individual differences as related to transfer of learning, intrinsic and extrinsic differences, reading skills, and hierarchical designs.

384. Otto, Wayne. "Reactive Inhibition (The Hullman Construct) and Achievement in Reading," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 41-45.

Summarizes the results of studies designed to investigate the generality of the relationship between reactive inhibition and achievement. Examines factors that may affect inhibitory potential.

385. Otto, Wayne and Koenke, Karl. "Idiosyncratic Word-Association Among Adults at Divergent Levels of Reading Ability," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 65-69.

Studies the differences in the consensuality of responses to pictorial stimuli in a word association task among three groups of adults representing three distinct reading levels. Concludes that the higher the level of reading skills and sophistication, the more consensual and less idiosyncratic the associations.

386. Raygor, Alton L. "Progress Toward a Psychology of Reading," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 171-77.

Demonstrates the gap existing between reading and other areas within psychology. Suggests means for improvement through the collection and integration of facts and through communication among scientists working toward a psychology of reading.

387. Roeder, Harold H. "A Comparison Between the Leisure Reading Habits of Female Teachers and Other Women of the Same Social Status," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 55-60.

Implies that perhaps a negative attitude toward recreational reading is being established in school children by adults, including teachers. Uses a comparative study of the reading habits of female teachers and other adult women in a community.

388. Samuels, S. Jay. "Factors Which Influence the Word Recognition Process of Skilled Readers," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 277-81.

Explains how factors such as eye movement and fixation, visual acuity, and context may affect word recognition in meaningful connected discourse, and makes 10 explanatory statements from the research literature findings.

389. Samuels, S. Jay and Chen, C. C. "Comparison of Word Recognition Strategies of Adults and Children," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 73-77.

Enumerates four stages of processes in word recognition which vary in applicability from children to adults such that adults were superior to children and thus faster at word recognition tasks on all stages of the process.

390. Smith, Donald E. P. "Research Trends in the Psychology of Reading," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 44-51.

Presents the results of a survey of 207 research studies and 27 discursive articles, published in 1945, 1950, and 1955, to identify research trends in the psychology of reading; notes trends in the reading process, procedures, and evaluation; and predicts future research trends.

391. Smith, Henry P. and Dechant, Emerald. "Experimental Bases of the Psychology of Reading," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 39-47.

Examines the scientifically derived bases of reading instruction by identifying 11 broad areas of mutual interest to psychologists and educators and by formulating postulates within a Hullian frame of reference.

392. Taylor, Stanford E. "An Evaluation of Forty-One Trainees Who Had Recently Completed the 'Reading Dynamics' Program," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 41-56.

Analyzes eye movement photographs of 41 "Reading Dynamics" students; reveals 20 percent reading gain attributed in part to drive and motivation; presents physiological studies of eye span; and concludes that reading dynamically appears to be a skimming and scanning-like process with substantial loss of comprehension.

393. Wark, David M. "Case Studies Behavior Modification," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 217-28.

Cites the examples of six students of different ages, sex, and educational backgrounds enrolled in a How to Study course and notes how behavior modifications affected their study and reading rate habits.

394. Weaver, Wendell W. "On the Psychology of Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 67-74.

Discusses the need for a scientific psychology of reading supported by research in reading and in related fields.

395. Woolf, Maurice D. "Ego Strength and Reading Disability," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 73-80.

Emphasizes the influence of internal states such as attitudes, emotions, etc. on the reading process and presents a study revealing that poor readers have less ego strength than good readers.

396. Woolf, Maurice D. "The TAT and Reading Disability," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 180-88.

Results from the TAT characterize the poor reader as being failure oriented, as feeling a strong need for affection, as using ineffective methods for tension-release, and as being poorly adjusted to his environment.

1. Psychological

b. Counseling

397. Abrams, Jules C. "Interpersonal Dynamics in Counseling Students with Learning Problems," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 6-10.

Relates experiences as a clinical psychologist to the teacher's and counselor's need to deal with the psychological learning problems of students.

398. Christ, Frank L. "The SR/SE Laboratory: A Systems Approach to Reading/Study Skills Counseling," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 212-16.

Discusses the reasoning and research behind the development of the Survey of Reading and Study Efficiency course at Loyola University in Los Angeles and its systems approach.

399. Craig, Margaret L. "The Effectiveness of Group Guidance on Reading Improvement of Junior College Freshmen," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 195-200.

Investigates the use of increasing amounts of counseling and psychotherapeutic techniques as opposed to total skills drill in college reading improvement courses. Finds no significant achievement differences between the two approaches.

400. Kirk, Barbara A. "The Relationship of College Reading Programs to Educational Counseling," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 117-21.

Defines the role of an educational counselor. Underlines the importance of such a counselor and the reading and study skills person supplementing each other.

401. Lubic, Michael K. "What Guidance Could Be Offered to the Student Alienated from the Foreign Language Experience?" Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 237-43.

Considers the decline of interest in foreign language study at the college level to be the result of faulty instructional theory, and urges a change in planning to reverse the decline.

402. Raygor, Alton L. "Counseling in the Reading Program," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 83-87.

Lists the objectives of counseling; the role of counseling; and the nature of the emotional content encountered in counseling reading cases. Makes suggestions for handling the emotional problems as they appear.

403. Schoenbeck, Paul H. "Counseling and Reading Skills for the Terminal Student," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 99-107.

Describes the Mira Costa College program designed to aid the below-average reader. Points out the accompanying problems and benefits.

404. Spache, George D. "College-Adult Reading, Past, Present, and Future," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 188-94.

Reviews early and significant studies in the field of college-adult reading, describes present activity in the area such as the counseling-oriented program, and predicts an increased use of the computer in combination with other instruction in the future.

405. Spache, George D. "Reading Improvement as a Counseling Procedure," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 125-30.

Urges the use of psychological counseling techniques in reading programs which will aid students in making a satisfactory adjustment to college life.

See also: 112, 170, and 173.

1. Psychological

c. Interests, Tastes, Motivation, and Attitudes

406. Adams, Effie Kaye. "Reading Interest of UNRWA Students in Lebanon," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 161-67.

Examines a reading inventory taken of the reading interests of more than 300 male Palestinian students in preparatory classes and a teacher training institute in Lebanon. Concludes that history, biography, and religion are favorite subjects because they offer the promise of a better life to the reader.

407. Carter, Homer L. J. "A Study of Attitudes Toward Certain Aspects of Reading Expressed by Parents of Inferior and Superior College Readers," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 188-94.

Reveals that parents of superior readers emphasize the importance of reading, language skill, and experiential background more than parents of inferior readers and that they have a more positive effect on their offspring's mental content and subsequent academic success.

408. Christ, Frank L. "Some University Students and Their Ideal Study Environment...As They See It!" Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 82-85.

Reports college students' opinions of desirable study areas in terms of decor, furniture, materials accessibility, ventilation, noise, smoking, size, privacy, and studying time.

409. Fisher, Joseph A. "The Volume, Interests, and Tastes of Adult Readers," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 154-64.

Discusses the influence of education, social class, social role, and geographical location on the quality and quantity of adult reading in the United States.

410. Freer, Imogene. "Turning on the Junior College Student," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 253-57.

Expresses the opinion that teachers, particularly those in the reading area, must develop certain personality qualities in order to do the job of motivating which is so important in any program.

411. Jones, Ernest. "Selection and Motivation of Students," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 25-34.

Reports statistics from 114 institutions regarding the methods and materials used to select and motivate remedial reading students. Proposes an approach that acquaints each student with facts about his reading needs and allows him to volunteer for remedial classes.

412. McGinnis, Dorothy J. "A Comparative Study of the Attitudes of Parents of Superior and Inferior Readers Toward Certain Child Rearing Practices," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 99-105.

Reveals that parents of superior readers, unlike those of inferior readers, are less dictatorial, foster independence, appreciate the concept of readiness, and emphasize the value of communication and the development of language skills.

413. Schmidt, Bernard. "Student Attitude Toward Reading," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 36-41.

Discusses the development, the validation, and the use of scales to measure the students' attitudes toward reading and toward Purdue University's developmental reading program.

414. Staiger, Ralph C. "Do College Students Read for Pleasure?" Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 165-73.

Reviews related literature and identifies the influences of sex, age, marital status, scholastic standing, and socioeconomic level on student readership; surveys college programs encouraging students to build personal libraries; and presents a study of the reading habits of 256 students at Mississippi Southern College.

415. Stanchfield, Jo M. "The Dynamics of Motivation in Learning," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 193-201.

Lists and describes nine areas of motivation, and suggests ways in which teachers can utilize them in their classrooms.

416. Young, Edwin. "Diagnosis of Depth Attitudes Toward Reading By Use of a Sentence--Completion Test," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 126-34.

Determines scholastic adjustment and personality by use of a sentence completion test with categories of insight, perceptual control, school phobia, attitude toward reading, situational antagonism, psychosomatic defenses, and psychological uses for reading.

See also: 137, 205, 227, 229, 240, 274, 275, 291, 304, 326, and 370.

2. Physiological

417. Abrams, Jules C. "Dyslexia-Single or Plural," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 181-87.

Clarifies some of the issues related to dyslexia and offers the assumption that there are three forms of dyslexia-severe reading disability: the brain damaged-ego disturbed child, the organic remedial, and the functional remedial.

418. Brown, Don A. "Intelligence of Adult Illiterates," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 94-98.

Argues that statements in the Jensen report may be the result of misinterpretation of test results, and supports his argument by showing how easily the results of another study of adult illiterates could be misinterpreted on the basis of race rather than achievement in literacy.

419. Ewing, J. Ralph. "Visual Disabilities in Regard to Reading Problems," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 87-92.

Discusses vision as a complex function of biological, physiological, psychological, and neurological processes; emphasizes the need for a complete case study to determine visual deficiencies; and infers the relationship between visual functioning and the reading act.

420. Frackenpohl, Helen. "Motility Training," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence L. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 195-202.

Describes the projected training techniques for facilitating ocular excursions using the Eye Movement Photography Test, the Motility Dots Test, and the Controlled Reader.

421. Geyer, John J. "A New Eye Movement Measure of Reading Efficiency," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 168-71.

Argues that ideas about the nature of the reading process require re-examiniation, and offers the coefficient of constance of the temporal eye-voice span as a means of reevaluating what is known about eye movement.

422. Hayden, Lillian A. "The Effect of Physical Fatigue on Reading Rate and Comprehension of College Athletes," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton,Eds. Yearbook of the National Reading Conference, 12 (1963) 202-05.

Finds fatigue to have no effect on either the comprehension scores or reading rate of either athletes or nonathletes.

423. Maclean, George R. and Kean, Edward B. "Evaluation of Quantitative Data for Hand-Eye Coordination with Respect to Determining Its Correlation with Reading Disability," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 96-102.

Studies hand-eye coordination and reading disability, and concludes that there is no direct correlation when large populations are considered on a statistical basis; that coordination improves between the age of 8 and 18 except during adolescence; and that IQ and eye-hand coordination appear to correlate.

424. Pelettieri, A. J. "Research in RNA and DNA," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 150-53.

Skims some recent experiments on the molecular concept of learning and memory with RNA and DNA and notes how these experiments can be related to learning in humans.

425. Pratt, Edward. "Auditory Disabilities Related to Reading," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 92-97.

Discusses the nature of auditory disabilities, the relationship of auditory disabilities to reading ability, and the evaluation and remediation of auditory disabilities.

426. Rosen, Carl L. "The Status of School Vision Screening: A Review of Research and Consideration of Some Selected Problems," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 42-48.

Reiterates the importance of visual functioning in reading; gives a brief survey of types of visual screening batteries in schools and the pros and cons of each; and recommends that the various professions involved commit their resources to solving the problem.

427. Schmidt, Bernard. "Changing Patterns of Eye Movement Among Students in Reading Classes and Composition-Literature Classes," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 38-41.

Reveals that a course in developmental reading does result in eye-movement changes different from the changes brought about by a composition-literature course by testing 175 college freshmen enrolled in one of the two courses.

428. Shepherd, Carrie. "Other Physical Disabilities in Relation to Reading: Goals and Techniques Used in Treatment," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 98-101.

Points out the absence of agreement among researchers as to the relationship between physical defects (other than visual and auditory) and reading. Makes recommendations for college reading teachers concerning the identification of college students with physical disabilities.

429. Smith, Donald E. P. "Micro-Movements, Discrimination Learning, and Self-Instruction in Basal Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 146-49.

Examines physiological variables of reading disability, especially the tendency of the muscular tension syndrome toward erratic eye movements during reading, and explains methods and materials for observing and correcting the condition.

430. Smith, Donald E. P. "The Neurophysiology of Reading Disability," Significant Elements in College and Adult Reading Improvement, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for College and Adults, 7 (1958) 54-59.

Views synaptic transmission control as a causal factor in reading disability; reports a field study which evaluates inferior readers in terms of this rationale; and concludes that reading disability which persistently resists correction is functional and likely caused by abnormal synaptic transmission or failure to achieve adequate long term neural system activity.

431. Smith, Peter B. "Eye Movements and Rapid Reading Reconsidered," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 203-09.

Relates personal success in teaching rapid reading; notes that the use of anticipatory techniques, context, and peripheral vision permit rapid reading; and cites research studies proving that rapid reading is both possible and teachable.

432. Spache, George D. "Contributions of Vision Sciences," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 90-95.

Relates research in perception to the effect of methodological reading approaches upon perceptual behavior and the adoption of methodology which produces desirable perceptual patterns.

433. Taylor, Stanford E. "Rebuttal to Paper 'Eye Movements and Reading Reconsidered'," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 210-17.

Notes that the results from hundreds of reading courses; from research studies on eye-span, fixation, and the physiological limitations of the eye; and from other research studies do not confirm many of the claims of rapid reading advocates.

434. Tinker, Miles A. "The Uses and Limitations of Eye-Movement Studies of Reading," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 4-8.

Points out some of the uses and limitations of eye-movement records as measures of reading performance based upon research studies in the field and cautions the user about interpreting eye-movement measures and commercial speed-reading claims.

435. Weaver, Wendell and Bickley, A. C. "The Retrieval of Learning Sets by the External Display of Reading Materials," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 38-46.

Deals with the role of eye movement data in determining what a reader is comprehending and what type of reading he is doing.

See also: 6 and 251.

3. Sociological

436. Barton, Allen H. "Social Class and Instructional Procedures in the Process of Learning to Read," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 167-74.

States that the most important factor in reading progress is socioeconomic class and discusses the need for different instructional methods for various class levels.

437. Dechant, Emerald. "The Philosophy and Sociology of Reading," The Philosophical and Sociological Bases of Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 14 (1965) 9-20.

Suggests that the philosophy and sociology of reading involve concern for the effects of reading; notes cultural influences on reading; and sees reading as an influence on vital personal and social changes.

438. Kling, Martin. "Some Relationships Between Values and Reading Gains in College Programs," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 156-61.

Explores relationships between values, reading rate, and comprehension gains made in developmental reading programs for college students using as measurement tools the Nelson-Denny Reading Test and the Allport-Vernon-Lindzey Study of Values.

439. McDonald, Arthur S. and Craig, Robert C. "A Portrait of College and Adult Readers in an Urban Area," Phases of College and Other Adult Reading Programs, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 131-40.

Presents the findings of a questionnaire study of claimed reading with respect to the educational level, marital status, and sex, of the reader; to the book and magazine titles, the most valued features of mass communication media; and to the types of obscene publications listed.

440. Nicholson, Eunice and Otto, Wayne. "A Study of Dropouts from Adult Literacy Programs," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 247-53.

Finds that adults of lower socioeconomic class drop out of adult education classes mainly for external or situational reasons and recommends program changes to provide for these problems.

441. Smith, Henry P. "The Sociology of Reading," Exploring the Goals of College Reading Programs, Oscar S. Causey, Ed. Yearbook of the Southwest Reading Conference for Colleges and Universities, 5 (1955) 23-28.

Discusses the ramifications of three important relationships between sociology and reading with regard to the concept of the reading process and the methods used to teach reading.

442. Snavely, Eloise. "A Study of Social and Experimental Factors Related to the Reading Abilities of College Freshmen," Significant Elements in College and Adult Reading, Oscar S. Causey, Ed. Yearbook of the National Reading Conference for Colleges and Adults, 7 (1958) 97-100.

Summarizes the results of a questionnaire concerning the social, experiential, and educational backgrounds of two groups of the State University of Iowa freshmen whose scores fell in either the lower or upper decile of entering freshmen scores and recognizes a relationship between social and experiential factors and reading success.

IX. PRE-SCHOOL, ELEMENTARY, AND SECONDARY READING

IX. PRE-SCHOOL, ELEMENTARY, AND SECONDARY READING

443. Adams, Richard B. "Reading Research and the Federal Government," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 154-61.

Stresses the growth problems of our society and the role of the Elementary and Secondary School Act of 1965, Public Law 89-10, in solving those related to education.

444. Bass, Willard P. and Tonjes, Marian J. "Dropout or Graduate? A Synthesis of Three Studies on the Degree of Success of American Indian High School Students in the Southwest," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 31-35.

Makes a number of recommendations for improving the educational level of the American Indian based on a study of present day population needs.

445. Bernazza, Ann Marie; Bloomer, Richard H.; and Cline, Marion. "An Experimental Test of a First Grade Reading-Typewriting Program," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 34-38.

Concludes as a result of a study using four classrooms of first-grade children that teaching typing in combination with beginning reading not only resulted in significantly greater achievement in comprehension and phonics for experimental classes, but also in a number of positive side effects.

446. Bickley, Rachel T.; Bickley, A. C.; and Cowart, Harry. "Oral Language Responses and Reading Performances in the Intermediate Grades," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 11-13.

Analyzes responses of fourth graders to an Oral Paradigmatic/Syntagmatic Language Inventory, and reports significantly higher incidence of syntagmatic responses for poor readers in this group.

447. Bickley, A. C.; Dinnan, James A.; and Jones, J. P. "Oral Associates and Reading Readiness," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 14-16.

Measures oral language responses of first graders, and reports significantly more syntagmatic responses than the paradigmatic responses which readiness tests require.

448. Blanton, William E. and Mason, George E. "Semantic Constructs and Beginning Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 39-45.

Announces the construction of the Individual Reading Interest Survey which identifies children's semantic constructs, or language maps, of knowledge about and interest in reading and reports an experiment using 3- to 6-year olds which demonstrated the survey to be positively related to reading readiness and reading achievement measures.

449. Brown, D. L. "Some Linguistic Dimensions in Auditory Blending," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 227-36.

Tests 120 preschool children with auditory word blending tasks, and reports that syllables were easier to blend than phonemes and that training had minimal effect on blending ability.

450. Champion, Sharon. "System-Word Associations of Deprived Children," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 292-99.

Reveals that deprived children under the age of five respond in far less predictable fashion to word association tasks than do nondeprived children of comparable age, suggesting that reduced verbal facility is a result of the deprivation of the children.

451. Curry, Robert R. "How Popular is Reading Instruction?" New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 110-18.

Explores the need for reading ability and the popularity of reading instruction as determined by subject preferences of children in fifth grade. Finds a gradual popularity decline.

452. Doak, John Linward. "A Study of Word Associations of Pre-School Children," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 110-15.

Reports a study of 80 kindergarteners' responses to lexical and structural stimulus words from which it was determined that there was greater response agreement for lexical than structural words and that paradigmatic responses are related to this commonality of lexical responses.

453. Dramer, Dan. "A Televised Speed-Reading Experiment," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 210-15.

Explains the use of video-taped programs in high school reading classes to augment reading skills and to provide practice in "literary-type" reading.

454. Dunnett, Marty. "An Enthusiastic Approach to Speed and Comprehension," Problems, Programs, and Projects in College-Adult Reading, Emery P. Bliesmer and Ralph C. Staiger, Eds. Yearbook of the National Reading Conference, 11 (1962) 86-88.

Outlines a research project determining the effects of a high school reading lab program on sophomore's comprehension and rate. Emphasizes fundamental reading skills, student motivation, and well-trained and enthusiastic teachers as prerequisites to reading improvement.

455. Fortenberry, Warren D. An Investigation of the Effectiveness of a Special Program Upon the Development of Visual Perception for Word Recognition of Culturally Disadvantaged First Grade Students," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 141-45.

Reports a study of 48 disadvantaged first graders in which testing after 12, 18, and 24 weeks of Frostig Program supplementation of a basal reading program versus no supplementation revealed no significant differences between groups in word recognition and a temporary increase in total reading which disappeared later.

456. George, John E. "Fixed- and Variable-Ratio Reinforcement of Reading Performance," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 146-51.

Reports a study of 100 second graders' performance on a programed reading text over a 5-week period, and notes that while the above-average readers responded as expected to four types of reinforcement, the average and the below-average readers responded differently, particularly to the variable ratio condition.

457. Gordon, Marshall D. "Materials Evolved from Teaching Delinquents," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 76-83.

Describes a diagnostic program for delinquent children through which reading and language skills are developed as needed by individual children through a carefully monitored programed approach.

458. Hill, Walter. "Characteristics of Secondary Reading: 1940-70," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 20-29.

Traces the emergence and development of secondary reading programs, giving descriptions of the kinds of programs in use, criticizing current programs, and pointing to directions for the future.

459. Jefferson, George L., Jr. "Lexical and Structural Items as Predictors of Readability for High and Low Ability Readers," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 172-78.

Reports a study in which high school students were given cloze tests and a standardized reading tests from which it was concluded that the cloze procedure can sample structural and lexical categories, that structural units are the best predictors of readability, and that the cloze test has considerable potential in the areas of readability measurement and diagnosis of reading difficulty.

460. Johnson, Joseph C., II; Jacobson, Milton D.; and Beaber, James D. "An Analysis of Reading Proficiency and Its Improvement in University-Accepted Rural Secondary Students," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 193-97.

Reports a study of 83 college-bound, rural high school seniors in which it was found that both vocabulary and comprehension were affected by such variables as race, sex, age, high school attended, college board scores, college chosen, socioeconomic level, intelligence, and father's educational level, but that rate was affected only by high school attended and college chosen.

461. Lane, John Manning, Jr. "Verbalization and Learning of Paired Associates," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 272-82.

Examines differences in verbal mediation ability in paired-associate tasks for Negro and white first graders, and discovers that while white children initially appear to be better at paired-associate tasks, differences are erased when mediation training is given.

462. McDonald, Thomas F. "The Effect of Auditory, Supraliminal and Written Reinforcement of Words Presented by I.T.V. on the Vocabulary Development of Seventh- and Eighth-Grade Pupils," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 128-33.

Discovers that auditory reinforcement produces significantly greater achievement when combined with either subliminal or written reinforcement than when used alone, that females scored higher than males on all treatments, and that no differences were attributable to grade level.

463. Mustico, Thomas W. "Some Implications from Paired Associate Learning on the Development of Reading Readiness," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 283-91.

Reports high correlations between ability on paired associate tasks and intelligence, chronological age, and socioeconomic status, suggesting that beginning reading instruction utilizes associative tasks with meaningful material effectively.

464. Newman, Harold. "The Opinions of Thirty-Three Disadvantaged Vocational High School Students Regarding Adjustment Subsequent to Remediation in Reading," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 235-41.

Characterizes graduates of a vocational high school remedial reading program as to their reactions to the program and to other aspects of their lives.

465. Olson, Arthur V. "Attitude of High School Content Area Teachers Toward the Teaching of Reading," Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 162-66.

Evaluates the extent to which teachers felt they were teaching some aspect of reading skill development relevant to their content area by analyzing responses of secondary teachers from seven content areas and concludes that the responses show a contradictory pattern.

466. Otto, Wayne. "Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 49-54.

Relates the administering of an attitude inventory to 87 junior high and senior high school teachers which revealed that secondary teachers recognize the need for continued reading instruction at that level and are willing to accept the responsibility if trained to do the job.

467. Rankin, Earl F. "Grade Level Interpretation of Cloze Readability Scores," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 30-37.

Offers a method of using cloze techniques to provide grade level readability estimates which can be used by classroom teachers.

468. Reynolds, Richard J. "Effects of Modality on Response in Word Association Tasks," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Association Proceedings, 20 (1971) 300-03.

Studies the responses of 194 adolescents and preadolescents of divergent backgrounds on word association tasks, and concludes that method of presentation (visual versus oral) has a greater effect on responses types than does subjects' background.

469. Roughton, Edgar L. "A Study of Creativity in Reading," New Concepts in College-Adult Reading, Eric L. Thurston and Lawrence E. Hafner, Eds. Yearbook of the National Reading Conference, 13 (1964) 105-09.

Notes recent increasing interest in creativity as a factor contributing to individual differences and relates a study made to determine whether creativity is a factor in the reading achievement of high school students.

470. Schale, Florence. "Can Fifth-Grade Pupils Benefit from an Adult Rapid Reading Method?" Multidisciplinary Aspects of College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 17 (1968) 10-12.

Reports a pilot study in which fifth-grade pupils increased their reading rates without significant loss of comprehension when using an adult rapid reading method.

471. Schale, Florence C. "Two Gifted Rapid Readers--Preliminary Study," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 282-89.

Offers case study comments about the extremely high reading rates of two teenage girls, describing conditions under which they were able to read extremely rapidly with good comprehension, and contrasting such times with others when comprehension was low.

472. Soar, Robert S. "Independent Reading Growth as a Factor of Classroom Social Organization," New Frontiers in College-Adult Reading, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 15 (1966) 171-79.

Examines differences in the reading and vocabulary growth of fifth-sixth grades during the summer in relation to differences in the social environment of their classrooms during the preceding academic year.

473. Spache, George D. "The Research and Development Program in Reading," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 163-67.

Criticizes the goal of the Research and Development Program in Reading which seeks to educate children to have sufficient skill by age 10 to perform adult reading tasks, saying that attainment of such a goal is not predictive of future success and might, in fact, result in a minimal level of literacy for large numbers of people.

474. Spencer, Gary D. "Evaluating a Content Reading Program for an Inner City High School," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 185-92.

Provides evidence that industry can work with school personnel to create a strong and effective reading program, and makes suggestions for others interested in adopting such a program.

475. Stanchfield, Jo M. "The Effect of High-Interest Materials on Reading Achievement in the First Grade," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 58-61.

Describes the use of a variety of materials and methods for teaching beginning reading in order to develop new materials which will capture children's interests; teach skills sequentially; provide for levels of difference; and reinforce reading skills.

476. Sucher, Floyd. "A Paradigm of Two Secondary Reading Programs: (A Segment Example Pattern)," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 2 (1970) 208 14.

Illustrates the content area reading phases of two reading programs, one at junior high and one at senior high level.

477. Tensuan, Emperatriz S. and Davis, Frederick B. "The Phonic Method Versus the Combination Method in Teaching Beginning Reading," New Developments in Programs and Procedures for College-Adult Reading, Ralph C. Staiger and Culbreth Y. Melton, Eds. Yearbook of the National Reading Conference, 12 (1963) 175-88.

Finds that a combination method of teaching beginning reading in grades 1 and 2 leads to better comprehension achievement than does a phonic method when the medium of instruction is Philipino, a highly phonic language.

478. Tuinman, J. Jaap. "Assessment of the Acquisition of Information from Reading Prose Passages," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 198-205.

Uses passages written to include fantasy, lexical substitutions, or semantic anomaly in an experiment with 265 junior high school students which determined that the semantic anomaly condition resulted in the greatest passage dependency of comprehension items.

479. Tuinman, Jaap; Kasow, Harvey D.; and Holt, A. E. "The Effect of Prior Letter Knowledge on the Learning of Sightwords," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19, Volume 1 (1970) 313-19.

Concludes that kindergarteners' knowledge of letter names does facilitate learning of selected sight words, but cautions against generalization too far beyond the limitations of the study.

480. Utsey, Jordan. "Simulation in Reading," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 62-67.

Reports methods used by teachers to assess children's reading levels, questions whether these are satisfactory, and indicates a need to improve teacher ability to use informal reading inventories.

481. Weaver, Wendell W. and Kingston, Albert J. "Oral and Oral-Written Language Measures with First-Grade Pupils," Reading: The Right to Participate, Frank P. Greene, Ed. National Reading Conference Proceedings, 20 (1971) 219-26.

Describes oral and written language data received from first graders which produced no discriminable constructs to support the idea that language and cognitive development are separate, and offers a number of suggestions which might prove useful in working with primary-grade children.

482. Weiss, M. Jerry. "Developing a Content Reading Program for an Inner City High School," Reading: Process and Pedagogy, George B. Schick and Merrill M. May, Eds. National Reading Conference Proceedings, 19 Volume 2 (1970) 237-40.

Describes the cooperative efforts of representatives of industry, a university reading staff, and public school staff to design an effective high school reading program for disadvantaged students.

483. Weiss, M. Jerry. "More Than One Way to Develop Lifetime Readers," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 254-58.

Suggests ways of developing in children a lifetime interest in reading through involvement with ideas and raises questions concerning present policies.

484. Wilson, Robert M. "Diagnosing High-School Students' Reading Problems," Junior College and Adult Reading Programs--Expanding Fields, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 16 (1967) 263-67.

Discusses diagnostic considerations and techniques, effective use of diagnostic results, and problems which arise in diagnostic testing.

See also: 72, 94, 103, 130, 163, 164, 206, 207, 208, 211, 261, 263, 266, 332, 333, 337, 342, 347, 363, 387, and 389.

X. MISCELLANEOUS

X. MISCELLANEOUS

485. Greene, Frank P., et al. "Symposium on Rate Controlled Speech and Listening Comprehension National Reading Conference, December 1968," The Psychology of Reading Behavior, George B. Schick and Merrill M. May, Eds. Yearbook of the National Reading Conference, 18 (1969) 128-44.

Presents the ideas offered by six persons in a symposium on what is compressed and slowed speech and what are the potential uses and limitations.

486. Schick, George B. "Across the Editor's Desk," Research and Evaluation in College Reading, Oscar S. Causey and Emery P. Bliesmer, Eds. Yearbook of the National Reading Conference for College and Adults, 9 (1960) 110-19.

Describes the problems encountered in starting a new publication, "The Journal of Developmental Reading," reports progress to date, and lists editorial functions.

487. Smith, Henry P. "Critique," Starting and Improving College Reading Programs, Oscar S. Causey and William Eller, Eds. Yearbook of the National Reading Conference, 8 (1959) 193-96.

Critiques the history, the purpose, and the future plans of the National Reading Conference.

Author Index

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